

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

Introduction:

LEA: Petaluma City Schools

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LCAP Year: 2014-2017

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.

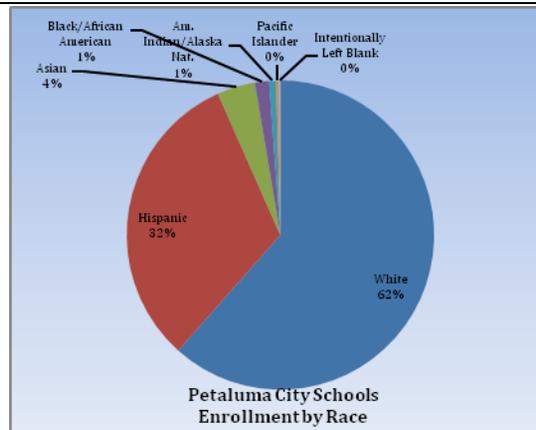
For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the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

Local Control and Accountability Plan and Annual Update Template

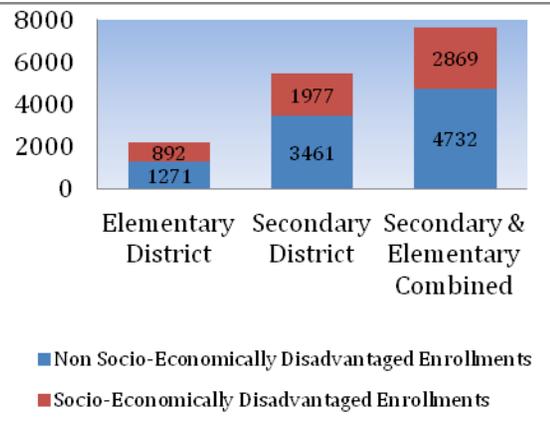
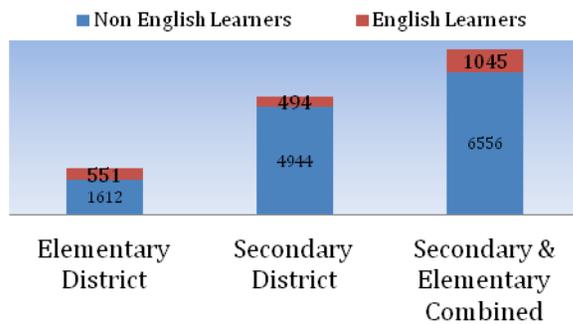
Petaluma City Schools is located in southern Sonoma County and serves about 7,600 students in Transitional Kindergarten through twelfth grade. The elementary and secondary districts are under the direction of a common Board of Education. Petaluma Secondary district has two high schools, two junior high schools grade 7 and 8, an alternative high school, a 7-9 community day school and two small necessary high schools. The elementary district has seven elementary schools including two year round charter schools and the Sixth Grade Academy at Petaluma Junior High School. There are currently 10 Foster Youth being served in Petaluma City Schools. 7 are being served in our comprehensive schools and 3 are in a non-public school setting. The Petaluma community is highly supportive of their schools as demonstrated by a parcel tax that funds music, technology and art programs in the schools.

Petaluma City Schools has a history of providing many choices with the public educational system, ensuring that all students can access the type of support that will assist them in reaching high school graduation fully prepared to participate as a citizen in the 21st Century. This commitment to providing a variety of alternatives is best demonstrated by the continued support for the Petaluma Adult Education Program, the only Adult Education program remaining in Sonoma County. The Adult Education School provides services for students learning to speak English as a Second Language, an array of Parent Education programs, through high school completion and job training opportunities. For example, Petaluma Adult School awarded 58 high school diplomas during the 12-13 school year. This is just one example of the wide range of options provided parents and students within Petaluma City Schools

Petaluma City Schools serves a diverse population. The demographics of the district include:



Petaluma City Schools



PCS overarching goal for the 2014-2017 LCAP is to ensure that the foundations of high quality 21st Century teaching for all students, including ELL , Low Income, and Foster Students, to be fully participating citizens in their futures.

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)* PCS demonstrates high commitment to providing excellent basic services, the foundation of academic success for all of our students. 97% of our teachers are appropriately credentialed and teaching in an area of expertise. Our largest area of out of area assigned teachers is in special education English. Our HR department is working with our Special Services department to remedy the situation. PCS has met sufficiency of materials requirements each year for the past five years. Pupil access to standards-aligned materials is currently being updated to align with the Common Core State Standards. All students will be provided 1:1 devices in the 2015-16 school year and instructional materials will be delivered through these devices. The district is currently investigating open source, on-line, and text based materials to ensure all students have access to the most current materials that are aligned to CCSS. Facilities are in good to excellent repair as determined by the Facilities Inspection Tool (FIT) completed yearly and documented in each school's School Accountability Report Card (SARC). However, our schools do not have bandwidth capabilities to support 1:1 devices and 21st Century learning.

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)* PCS has been working toward full implementation of the CCSS for the past two years. Elementary schools have provided in-depth CCSS training and program development in Common Core State Standards (CCSS) mathematics while the roll-out of ELA will begin in April of 2014. Secondary schools have focused in areas of expertise across the curriculum while investigating increased use of informational text and close reading. In 2014-15 all PCS staff will focus on infusing three instructional practices across all of their curriculum, close reading, academic discourse, and text dependent questioning. In Fall of 2015, PCS secondary schools will implement integrated mathematics programs in grades 6-12. In 2015, an integrated science program will be implemented in grades 6-8. A review and redesign of the 9-12 science program will be completed in the 2015-16 school year. All teachers have been provided increased time for collaboration with colleagues to investigate, develop, and implement CCSS across the curriculum. **This is an area of emphasis for our 2014-2017 LCAP.**

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)* PCS District Leadership Team identified this area of high priority after reviewing data and looking at district enrollment in various courses. 33% of our high school students graduate meeting the A-G requirements established by the CA CSU and UC systems. 14% of ELL and 13% of low income students graduated meeting the A-G requirements. It was noted that ELL, Special Education, and Low Income students do not enroll in as wide a variety of classes as mainstream students. This is especially true of the enrollment in Advanced Placement and Honors classes. In addition, not all students have access to CTE courses that will assist them in applying their learning and prepared them for careers in the 21st Century. **This is an area of emphasis for our 2014 -2017 LCAP.**

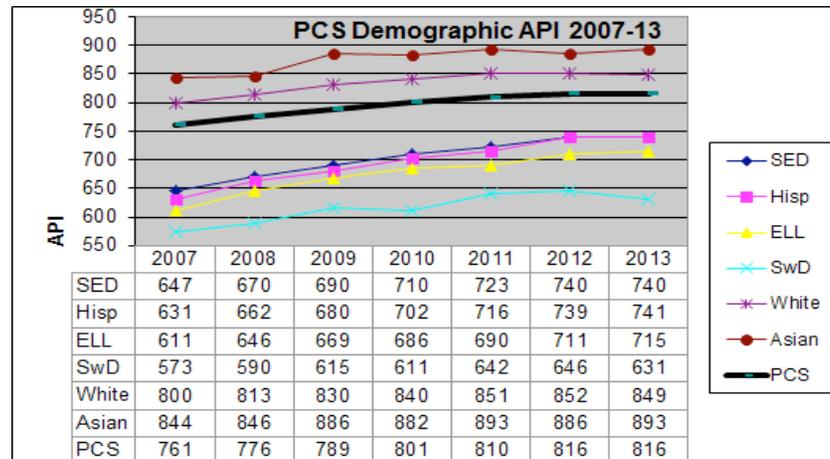
Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

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)* The PCS District Leadership Team and other committees including K-12

Curriculum/Staff Development Committee, DELAC, School Site Councils, School staffs, Administrative staff, and cabinet all identified an academic achievement gap between white and Asian students and ELL and Low Income students in our district. This gap has been persistent for the past 5 years. Data collected from schools and principals indicate that a systematic intervention system that will support all students in mastering the CCSS is lacking. In addition, all ELL students do not receive designated ELD or primary language support that will accelerate their academic growth. There is a desire in PCS to provide second language instruction beginning at the TK level and through 12th grade in order to promote all students receiving the seal of Biliteracy upon graduation. **The DLT identified this as an area of emphasis in our 2014 -17 LCAP.**



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)* Students who are seeking to challenge themselves through advanced classes and AP classes do not always have access if they are identified as ELL or low income. In addition, the development of a strong GATE program beginning in 4th grade continues to be an important area of growth for PCS. There is a clear understanding that intervention and special assistance must focus on the full spectrum of the students we are serving within PCS, including high achieving students. **See course access area for details regarding this priority.**

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)* PCS has been successful in involving parents in a variety of committees and school support activities. Currently, PCS offers a variety of preschool programs that involve parents as the first teachers of their children through the Petaluma Adult School. These opportunities include AVANCE and Pasitos for Spanish speaking families and Ready for K for all families. Each school site provides many opportunities for parents to become involved in their child's educational career. These activities include information based activities such as Open House and Back to School Night; participatory activities such as Family Math and Science nights; to governance opportunities such as School Site Council and PTA. At the secondary level, boosters also provide support for specialized programs ranging from sports to agriculture programs. Our community provides strong support to our schools by serving on advisory committees and supporting bond issues that provide support to our school music, technology and library programs. After investigation our DLT found that data indicated that additional measures will expand parent understanding of our school system and how, working as a team, parents and the district can best support student achievement. This is especially true of ELL and low-income student achievement. The DLT and DELAC have both suggested that early involvement of parents in understanding what types of support their students will need for their successful graduation from High School and integration as a successful 21st Century citizen needs to begin earlier than we currently begin

and to be more consistent throughout a student's career. We will also continue to expand partnerships with our business community in order to expand CTE opportunities for all students. ***This is an area of emphasis in the PCS LCAP for 2014-2017.***

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.* (Priority 5) The PCS DLT identified this as an area of strength. Our attendance rates are currently at 95% while our drop-out rates are the lowest in the county. Our over all dropout rate for school year 11-12 was 4% while the county was 12%. Our ELL students had a drop out rate of 12% and our Low Income students 8% while the county had rates of 20% and 18% respectively. Our special ed students drop-out rate was 6% while the county was 16%. The DLT attributes the success of PCS in this area to our outstanding system of student support. We will continue to support the excellent support systems that have been established for all students.

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) PCS has identified this as an area of strength. Our 12-13 suspension rate was 12% while the county suspension rate was 5%. Our 12-13expulsion rate matched that of the county at .2%. The data from the 11-12 Ca Healthy Kids Survey (CHKS) indicates high levels of connection to school across all student groups, 76% for white and 65% for Hispanic students. 91% of teachers agree or strongly agree that PCS provides a safe and supportive working environment as documented on the Ca School Climate Survey. Parents express high satisfaction with our schools through data collected on school surveys. Teacher turnover rates are very low.

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>An on-going District Leadership Team (DLT) was reconfigured and convened monthly beginning in October 2013. The DLT is configured to include:</p> <ul style="list-style-type: none"> Parents ELL Parents Parents of Low Income Students Students Teachers Administrators Community Members Board Members <p>Meetings were held on 10/1/13, 12/3/13, 3/4/14, 4/1/14, and 5/6/14.</p> <p>The purpose of the DLT is to provide input into the development of the LCAP priorities, goals and activities that will drive student achievement and ensure that all students graduate college and career ready. The team meets monthly following the planning process of: needs assessment, identification of priorities, selection of goals, consulting on activities that will meet the identified goals, assist in monitoring progress and suggesting updates and changes to the LCAP. The team serves as liaisons to their various stakeholders groups. In addition, the DLT process was augmented through a community forum and input from all school SSC and staffs. The draft of the LCAP was shared with all staff and posted on the district website to encourage public comment.</p> <p>The DLT was presented the district budget and how the Local Control Funding Formula (LCFF) will impact on district programs. Additionally, team members worked to review and understand the district and schools' academic and demographic data from the last three to five years. The team worked in small groups and presented their findings in order to identify needs and priorities and to set goals for the district, its' schools, and the students that are served. Priorities and goals were also identified for the districts identified subgroups, including White, Hispanic, ELL, Socio-economically disadvantaged, foster, and students with disabilities. The DLT also reviewed data for non-identified subgroups and data for various programs that serve the unique needs of our students throughout the district. In addition our DELAC, SSC and ELAC committees at each school also reviewed and provided input into the development of the LCAP.</p>	<p><i>The PCS LCAP reflects the ongoing involvement of our full community. Members of our DLT were trained to look at and evaluate data, review budget information, and were able to participate in a process that informed them in the setting of priorities. Our LCAP process allowed for on-going input and participatory process that aligned needs, priorities and goals. Members were afforded the opportunity to hear from the general community and to refine their work to better represent the needs of our students. The participatory nature of our process allowed DLT team members to provide highly refined input to our superintendent and board, better reflecting the needs of our community.</i></p> <p><i>Due to the participatory nature of our process, the LCAP went through several revisions that reflected the changes identified by our community. One of the highest priorities that emerged during the LCAP development process was the identification and provision of intervention and differentiated instruction to ensure the continuous academic progress of all of our students. Committee members emphasized the importance of early prevention of learning problems. They felt strongly that intervention should begin as early as possible and that resources should be expended to prevent our youngest learners from falling behind their peers. To that end, our family literacy programs funded through grants and supported by our Adult Education school are included in the LCAP. Additionally, our RtI program is being redesigned to support our kindergarten and first grade students.</i></p> <p><i>The other refinement to our programs that has come as a result of the LCAP process is our high school students will have increased contact and monitoring to ensure their readiness for both college and career. Each student, with the guidance of their counselor, will develop a four year plan identifying their college and career goals. They will meet yearly with their counselors to monitor and adjust</i></p>

In addition, the DLT took the draft LCAP priorities, goals and activities to a community forum on April 15, 2014. This opportunity provided DLT members, cabinet and board members additional direction. Community members commented on the LCAP and provided additional input ensuring alignment with community identified needs. The DLT approved the draft LCAP on 5/6/2014.

The District English Learner Advisory Council reviewed and commented on the LCAP on 3/11/14 and again on 4/29/14. Questions were generated and answered in writing by the superintendent. This process was also used for questions generated by the DLT and community. (LCAP Written Comments at www.petalumacityschools.org)

A public hearing was held on June 10, 2014. Additionally, the public was encouraged to comment in writing on the PCS LCAP. Our superintendent took each comment into consideration and responded in writing. Our board of education reviewed the LCAP and budget on June 10, 2014 and adopted the LCAP and budget on June 24, 2014.

their plan as they learn more about additional options that are available.

Additionally, we have refined our goals and worked to clarify our expectations for our students under Common Core state standards.

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
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016 -17	

<p>Students need access to 21st Century learning environments and tool</p> <p>1 .97% of teachers are appropriately credentialed</p> <p>Rate of teacher misassignment = 0% elementary 2.3% secondary</p>	<p>A. 100% of teachers will be appropriately credentialed to teach the classes they are assigned</p>	<p><i>All Students</i></p>	<p><i>All Schools</i></p>		<p><i>100% of teachers will be appropriately credentialed for the classes they teach</i></p>	<p><i>100% of teachers will be appropriately credentialed for the classes they teach</i></p>	<p><i>100% of teachers will be appropriately credentialed for the classes they teach</i></p>	<p><i>A1. Basic</i></p>
<p>1. 100% of new teachers participate in BTSA program</p>	<p>B. 100% of new teachers will receive support from a BTSA like program.</p>	<p><i>All Students</i></p>	<p><i>All Schools</i></p>		<p><i>100% of new teachers will participate in an induction program</i></p>	<p><i>100% of new teachers will participate in an induction program</i></p>	<p><i>100% of new teachers will participate in an induction program</i></p>	<p><i>A.1 Basic</i></p>
<p>1. CCSS aligned resources are not currently available to all students (Williams survey)</p>	<p>C. 100% of students will have access to CCSS aligned instructional resources in core content areas</p>	<p><i>All Students</i></p>	<p><i>All Schools</i></p>		<p><i>CCSS aligned mathK-12 resources will be identified</i></p>	<p><i>CCSS aligned ELA resources will be identified</i></p>	<p><i>CCSS aligned Science materials will be identified</i></p>	<p><i>A.1 Basic</i></p>
<p>1. Currently students at McKinley and 6th Grade Academy have 1:1 devices. (May 2014)</p>	<p>D. 100% of students will have a 1:1 device.</p>	<p><i>All Students</i></p>	<p><i>All Schools</i></p>		<p><i>10% of students will have 1:1 devices</i></p>	<p><i>50% of students will have 1:1 devices</i></p>	<p><i>100% of students will have 1:1 devices</i></p>	<p><i>A.1 Basic</i></p>
<p>1. Classrooms are not designed to support learning</p>	<p>E. 100% of classrooms will be meet 21st Century learning</p>	<p><i>All Students</i></p>	<p><i>All Schools</i></p>		<p><i>10% of classroom are reconfigured</i></p>	<p><i>50% of classroom are reconfigured</i></p>	<p><i>100% of classroom are reconfigured</i></p>	<p><i>A.1 Basic</i></p>

<i>in the 21st Century (DLT, Tech survey 2013, classroom visitations)</i>	environments standards				<i>to 21st Century standards</i>	<i>to 21st Century standards</i>	<i>to 21st Century standards</i>	
1. Currently, 100% of our facilities are in good condition as indicated on the FIT.	F. 100% of facilities will be maintained in good condition as identified on the FIT. Inspection will be	<i>All Students</i>	<i>All Schools</i>		100% of facilities will be maintained in good condition	100% of facilities will be maintained in good condition	100% of facilities will be maintained in good condition	<i>A.1 Basic</i>
Classroom instruction will be aligned to 21st Century teaching and learning 2. ELL, SED, and SWD student achievement is lagging behind that of their White and Asian peers (CST scores 2008-2013)	A. An increasing number/percentage of students will score proficient on the SBAC in Mathematics. Data will be disaggregated by significant subgroups.	All Students	All Schools		60% of students will score proficient or above on Math SBAC. Data will be disaggregated by subgroup	An additional 5 % of students will score proficient or above on Math SBAC. Data will be disaggregated by subgroup	An additional 5% of students will score proficient or above on Math SBAC. Data will be disaggregated by subgroup	A.2. Implementation of CCSS
2. 2. ELL, SED, and SWD student achievement is lagging behind that of their White and Asian peers (CST scores 2008-2013)	B An increasing number/percentage of students will score proficient on the SBAC in English Language Arts. Data will be disaggregated by significant subgroups.	All Students	All Schools		60% of students will score proficient or above on ELA SBAC. Data will be disaggregated by subgroup	An additional 5 % of students will score proficient or above on ELA SBAC. Data will be disaggregated by subgroup	An additional 5 % of students will score proficient or above on ELA SBAC. Data will be disaggregated by subgroup	A.2. Implementation of CCSS
2. 100% of teachers have attended CCSS Math training (Sign in sheets and evaluation)	A. 7-12 math courses will be realigned to reflect an integrated math pathway beginning in Fall 2017	All Students	All Schools		7 th and 8 th grade courses will be aligned to CCSS	7 th , 8 th and Math 1 will be aligned to CCSS	7.th, 8 th , Math 1, and Math 2 will be aligned to CCSS	A.2. Implementation of CCSS

results)								
2. 100% of teachers have participated in NGSS training. (Sign in sheets and evaluations)	B. 100% K-12 Science courses will be realigned with NGSS by Fall 2017	All Students	All Schools		6 th , 7 th , 8 th grade courses will be aligned to NGSS	K-5, 6-7 grade science will be aligned to NGSS.	K-12 science classes will be aligned to NGSS	A.2. Implementation of CCSS
All students need full access to a variety of courses. 3. All students have access to a full complement of courses in all subject areas K-12.	A. 100% of students will have full access to a full compliment of courses in all subject areas	All Students	All Schools		100% of students will have full access to a full compliment of courses in all subject areas K-12	100% of students will have full access to a full compliment of courses in all subject areas K-12	100% of students will have full access to a full compliment of courses in all subject areas K-12	A.3. Course Access
Currently, CGHS is configured in SLC and PHS is developing a pathway program. There are 146 CTE courses available districtwide. (Aeries Data)	B. All students will have access to CTE/core linked courses at the HS level	All Students	All Comprehensive High Schools 9-12		Core and CTE linked classes will increase by 10%	Core and CTE linked classes will increase by 10%	Core and CTE linked classes will increase by 10%	A.3. Course Access
3. ELL, SED, and SWD students are not enrolling in AP classes at same rate as white	C. ELL, SED and SWD students passing AP tests will increase yearly	All Students	All Comprehensive High Schools 9-12		An additional 10% of ELL, SED, and SWD students will participate	An additional 10% of ELL, SED, and SWD students will participate	An additional 10% of ELL, SED, and SWD students will participate	3. Course Access

students. 65% of students passed AP tests with a 3 or higher. (Aeries Data)					in AP tests	in AP tests	in AP tests	
3. Students scoring ready on EAP are 28% on EAP English	D. ELL, SED and SWD students passing EAP tests will increase	All Students	All Comprehensive High Schools 9-12		An additional 10% of ELL, SED, and SWD students will participate in EAP tests	An additional 10% of ELL, SED, and SWD students will participate in EAP tests	An additional 10% of ELL, SED, and SWD students will participate in EAP tests	3. Course Access
All students graduate from PCS college & career ready. 4. ELL, SWD and SWD students are not achieving at the same level as their white and Asian peers (CST, SBAC, A-G completion, AP scores)	An increasing number/percentage of students will score proficient on the SBAC in English Language Arts. Data will be disaggregated by significant subgroups.	All Students and ELL, SED, FY, SWD Students	All Schools		50% of all students, including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	An additional 5% of all students, including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	An additional 5% of all students, including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	4. Pupil Achievement
4. In 21/13 75% of 5 th grade students were proficient or above in fractions.	An increasing % of students, including ELL, SED, and SWD, Foster Youth will be proficient in fractions by the end of 5th grade as measured by SBAC and Fractions EOU assessment.	All Students and ELL, SED, FY, SWD Students	All Schools		50% of all students including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	An additional 5% of all students, including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	An additional 5% of all students, including ELL, SED, SWD students will be proficient or above. Data will be disaggregated by subgroup.	4. Pupil Achievement
4. Overall 33% of students complete A-G; 14% of ELL and	A. An increasing % of students, including ELL, SED, and SWD, Foster Youth will be	All Students and ELL, SED, SWD, FY	All Schools		25% of all students including ELL, SED,	35% of all students including ELL, SED,	45% of all students including ELL, SED,	B.1 Pupil Achievement A.3 Course Access

13% of SED students	on track to completing A-G requirements at the end of 10th grade.	Students			SWD students will be proficient or above. Data will be disaggregated by subgroup.	SWD students will be proficient or above. Data will be disaggregated by subgroup.	SWD students will be proficient or above. Data will be disaggregated by subgroup.	
4. 33% of all students, 14% of ELL and 13% of Low income students are meeting A-G requirements (CalPads Data)	B. 100% of students yearly visits with counselor for career/college ready advice	All Students and ELL, SED, SWD Students	All Schools		100% of 9 th grade students will have a four year plan.	100% of 9 th & 10 th students will meet 1x/year to monitor their academic plan	9 th , 10 th and 11 th grade students will meet 1x/year to monitor their academic plan	4. Pupil Achievement 3. Course Access
4. Currently, approximately 60% of struggling students are provided interventions (principal response)	C. 100% of identified students will participate in intervention programs in ELA and math	All Students and ELL, SED, SWD Students	All Schools		Tier 1,2, & 3 interventions will be identified at all schools	100% of Identified students will participate in UDL and Rtl	100% of Identified students will participate in UDL and Rtl	4. Pupil Achievement 3 Course Access
4. PCS is meeting AMAO 2 with 26% of ELL students less than 5 years and 60% of those more than 5 years meeting proficiency 65% of all ELL students are LTEL in grades 4-12. (CalPads data May 2014) Re-designation rate is currently 12.2%	D. 100% of ELL students will be re-designated within 6 years of continuous enrollment	ELL Students	All Schools		80% of students be re-designated	80% of students be re-designated	80% of students be re-designated	4. Pupil Achievement

<p>4. In 2/13, 1% of ELL students, 20% of RFEP students and 14% of SED students are enrolled in AP classes (Aeries Data)</p>	<p>20% of ELL, FEP, and SED students enrolled in advanced and AP courses will align with the % of students in the district</p>	<p>ELL, RFEP, SED Students</p>			<p>An additional 5% of identified students will enroll in advanced/AP classes</p>	<p>An additional 5% of identified students will enroll in advanced/AP classes</p>	<p>An additional 5% of identified students will enroll in advanced/AP classes</p>	<p>5. Other</p>
<p>5. There are approximately 40 students enrolled in our GATE magnet program. (CalPads Data 2014)</p>	<p>100% 4-6 GATE students will be identified and receive instruction in a setting selected by their parents. (GATE magnet/differentiated instruction)</p>	<p>CGHS, PHS</p>			<p>100% of identified students will be enrolled in a GATE program selected by their parents</p>	<p>100% of identified students will be enrolled in a GATE program selected by their parents</p>	<p>100% of identified students will be enrolled in a GATE program selected by their parents</p>	<p>5. Other</p>
<p>Parents need to be engaged in their students education 6. Aeries.net 2762 of or 56% secondary parents have active Aeries accounts</p>	<p>100% of 7-12 parents and students will use Aeries.net to monitor student's progress and for reregistration</p>	<p>All Schools</p>	<p>All Parents</p>		<p>70% of parents use Aeries.net</p>	<p>80% of parents use Aeries.net</p>	<p>90% of parents use Aeries.net</p>	<p>6. Parent Involvement</p>
<p>6. Attendance logs from parent forums and involvement activities</p> <p>One college and career event was held at each comprehensive 7-12 school in 13/14.</p>	<p>80% of Jr. High parents will attend opportunities to plan for college/career with their students</p>	<p>All Schools</p>	<p>All Parents</p>		<p>70% of parents attend college/career events</p>	<p>75% of parents attend college/career events</p>	<p>80% of parents attend college/career events</p>	<p>6. Parent Involvement</p>

<p>6. Attendance logs from parent forums and involvement activities</p> <p>No events are currently held to disseminate information for Jr. High & HS readiness</p>	<p>80% of parents of 4th grade students will be informed regarding the demands of 4-12 grade education</p>	<p>All Schools</p>	<p>All Parents</p>		<p>70% of parents attend 4th grade prep for Jr. & High school</p>	<p>75% of parents attend 4th grade prep for Jr. & High school</p>	<p>80% of parents attend 4th grade prep for Jr. & High school</p>	<p>6. Parent Involvement</p>
<p>6. Attendance logs from involvement activities</p> <p>Currently, 2ADVANCE classes and 3 Pasitios classes are available to parents.</p>	<p>80% of parents of ELL students will participate in parent support activities such as Pasitios, AVANCE.</p> <p>Parents and community members will continue their involvement in District School Advisory committees.</p>	<p>All Schools</p>	<p>ELL Parents</p>		<p>Programs are 100% full</p>	<p>Programs are 100% full</p>	<p>Programs are 100% full</p>	<p>6. Parent Involvement</p>
<p>Students will be supported to meet the rigor required to be a productive 21st Century citizen</p> <p>7/8. Attendance rate is currently 93%</p> <p>Chronic absentee rate is currently 7%.</p>	<p>School attendance rates will be main-tained above 93% for all significant subgroups</p> <p>The number of students with more than a 10% absence rate (chronically absent)-will decrease each year</p>	<p>All Schools</p>	<p>All Students</p>		<p>Maintain attendance rate of 93% or higher for all significant subgroups</p> <p>5% decrease in the number of chronically absent students</p>	<p>Maintain attendance rate of 93% or higher for all significant subgroups</p> <p>5% decrease in the number of chronically absent students</p>	<p>Maintain attendance rate of 93% or higher for all significant subgroups</p> <p>5% decrease in the number of chronically absent students</p>	<p>7. Pupil Engagement</p>
<p>7/8. 6% of all and 65% of Latino students indicate</p>	<p>The % of students reporting strong or medium connection to school will increase</p>	<p>All Schools</p>	<p>All Students</p>		<p>80% of all students and 70% of Latino</p>	<p>The number of students indicating a</p>	<p>The number of students indicating a</p>	<p>6. Pupil Engagement</p>

connection to school on CHKS	yearly.				students will indicate connection to school.	connection to school will increase by 5% across subgroups.	connection to school will increase by 5% across subgroups.	
7/8. 64% of all students and 85% of all Latino students indicate strong adult relationships	The % of students reporting positive adult/student relationships on the CHKS will increase yearly	All Schools	All Students		70% of all students and 90% of Latino students will indicate strong adult relationships	The number of students indicating strong adult relationships will increase by 5% across subgroups	The number of students indicating strong adult relationships will increase by 5% across subgroups	7. School Climate
7/8. High School graduation rates are currently: 92.6% all student 80.3% ELL 82.1% SpEd SED 85.4% The Drop-out rates for PCS (3.6%) is lower than the Sonoma Ceounty rate (11.5%) Subgroup rates: ELL – 12% SpEd – 3.6% SED – 7% Alt.Ed Sites-9.6% No students have dropped out of the our junior high schools. (CDE Data Quest)	Dropout rates will be maintained or lowered across all subgroups.	All Schools	All Students		Graduation rates will maintain at 92.6% or above Dropout rates will be maintained or lowered across all subgroups	Graduation rates will maintain at 92.6% or above Dropout rates will be maintained or lowered across all subgroups	Graduation rates will maintain at 92.6% or above Dropout rates will be maintained or lowered across all subgroups	8. Pupil Engagement
7/8. The	The District Expulsion rates will maintain at or	All Schools	All students		The District	The District	The District	7. School Climate

<p>Expulsion rate for PCS for the last 8 years is 0.6%.</p> <p>The out of school Suspension rate for the last 8 years is 95%</p>	<p>below 0.6%.</p> <p>E2. The District Suspension rates will decrease annually</p>				<p>Expulsion rate will maintain at or below 0.6%.</p> <p>The number of students suspended annually will decrease by 5%.</p>	<p>Expulsion rate will maintain at or below 0.6%.</p> <p>The number of students suspended annually will decrease by 5%.</p>	<p>Expulsion rate will maintain at or below 0.6%.</p> <p>The number of students suspended annually will decrease by 5%.</p>	
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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	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update:	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
1. A-B	Basic	Highly qualified teachers will be provided	LEA-wide		<p><i>VPSS participation will be supported by district as needed (employee is reimbursed when they pass)</i></p> <p><i>Title II FUNDS - \$5,000</i></p> <p><i>District will explore BTSA-like programs and develop a menu of options for teachers.</i></p> <p><i>TO BE DETERMINED</i></p> <p><i>Teacher salaries</i></p>	<p><i>VPSS participation will be supported by district as needed</i></p> <p><i>Title II FUNDS - \$5,000</i></p> <p>Induction program(s) will be identified and new teachers will participate. Fees for induction program participation will be paid by the district.</p> <p><i>TO BE DETERMINED</i></p> <p><i>Teacher salaries plus step</i></p>	<p><i>VPSS participation will be supported by district as needed</i></p> <p><i>Title II FUNDS - \$5,000</i></p> <p>Induction program(s) will be identified and new teachers will participate. Fees for induction program participation will be paid by the district.</p> <p><i>TO BE DETERMINED</i></p> <p><i>Teacher salaries plus step</i></p>

					<i>and column</i>	<i>and column</i>	
1. F	Basic	All district facilities will be maintained in good to excellent condition as determined by the Facility Inspection Tool (FIT) and deferred maintenance walkthroughs	LEA-wide		<p><i>Repairs and upgrades will be made as identified in deferred maintenance walk through and FIT inspections.</i></p> <p><i>BASIC FUNDS - 3% of the Adopted Budget for the Combined Maintenance and Deferred Maintenance – Approximately \$2 million</i></p>	<p><i>Repairs and upgrades will be made as identified in deferred maintenance walk through and FIT inspections.</i></p> <p><i>BASIC FUNDS - 3% of the Adopted Budget for Combined Maintenance and Deferred Maintenance – Approximately \$2 million</i></p>	<p><i>Repairs and upgrades will be made as identified in deferred maintenance walk through and FIT inspections.</i></p> <p><i>BASIC FUNDS - 3% of the Adopted Budget for Combined Maintenance and Deferred Maintenance – Approximately \$2 million</i></p>
1. E	Basic	Classrooms will be updated for 21st Century instruction including: <ul style="list-style-type: none"> flexible workspaces ample electric plugs smart teacher lectern display space flexible furniture 	LEA-wide		<p>All classrooms will be upgraded to meet 21st Century standards - Technology devices and furniture purchased, classrooms will be reconfigured.</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p>Any new classrooms will be provided with furniture and equipment.</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p>Any new classrooms will be provided with furniture and equipment.</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>
1. C-E	Basic	The district will ensure that adequate bandwidth is provided to all classrooms	LEA-wide		<p><i>Phase A bandwidth expansion occurring in 2013-14 utilizing one-time</i></p> <p><i>COMMON CORE FUNDS - \$748,000.</i></p> <p>Phase B expansion to accommodate 1:1 devices is scheduled for 2014-15</p> <p><i>BOND FUNDS – This is contingent upon June 3,</i></p>	<p><i>n/a</i></p> <p><i>n/a</i></p>	<p><i>n/a</i></p> <p><i>n/a</i></p>

		<p>All teachers will have access to technological devices needed to support 21st Century teaching and learning. This includes in every classroom:</p> <ul style="list-style-type: none"> • Teacher device • LCD projector • Doc Cam • Voice amplification system, • Student devices 			<p><i>2014 voter passage of \$89 million</i></p> <p><i>The district tech committee will research and recommend teacher station tech devices.</i></p> <p><i>Tech devices will be purchased</i></p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p><i>Tech devices will be purchased for replacement and growth as needed</i></p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p><i>Tech devices will be purchased for replacement and growth as needed</i></p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>
1. C	Basic	<p>District and schools will identify and purchase CCSS aligned instructional resources including:</p> <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	LEA-wide		<p>Instructional resource review committee will be configured. The Ed Services department will be responsible to guiding the selection, training and implementation of CCSS instructional resources.</p> <p><i>Afterschool meetings and release time will be provided.</i></p> <p><i>BASIC FUNDS – Ed Services</i></p> <p>CCSS aligned Math materials will be the focus of 2014-15</p> <p><i>RESTRICTED LOTTERY AND COMMON CORE FUNDS (2nd Round IF FUNDED)</i></p>	<p>Committee work will continue to evaluate and provide input for implementation.</p> <p><i>Afterschool meetings and release time will be provided.</i></p> <p><i>BASIC FUNDS – Ed Services</i></p> <p>CCSS aligned ELA materials aligned to CCSS will be the focus for 2015-16.</p> <p><i>RESTRICTED LOTTERY AND COMMON CORE FUNDS (2nd Round IF FUNDED)</i></p>	<p>Committee work will continue to evaluate and provide input for implementation.</p> <p><i>Afterschool meetings and release time will be provided.</i></p> <p><i>BASIC FUNDS – Ed Services</i></p> <p>CCSS aligned Science materials aligned to CCSS will be the focus for 2016-17.</p> <p><i>RESTRICTED LOTTERY AND COMMON CORE FUNDS (2nd Round IF FUNDED)</i></p>

1. D	Basic	The district will continue to support the maintenance of technology through a variety of support systems including: <ul style="list-style-type: none"> • Tech Support Department • Mouse Squad Classes • Other supports 	LEA Wide		Tech Support positions will be provided and training will be provided for all support positions. <i>The District and School Tech support departments will be redesigned to better meet the needs of the schools and district</i> <i>BASIC FUNDS - \$784,000 PARCEL TAX - \$253,000</i>	Tech Support positions will be provided and training will be provided for all support positions. District and schools tech department efficiency will be reviewed yearly <i>BASIC FUNDS - \$784,000 PARCEL TAX - \$253,000</i>	Tech Support positions will be provided and training will be provided for all support positions. District and schools tech department efficiency will be reviewed yearly <i>BASIC FUNDS - \$784,000 PARCEL TAX - \$253,000</i>
2. A-D	Common Core State Standards	Teachers K-12 will meet together in a Collaborative Learning Network (CLN) to observe student response and to refine CCSS aligned instruction to better meet student needs, including ELL, SED, and SWD		LEA-wide	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>All teachers will be provided 1 day release time to visit colleague's classrooms.</i> <i>BASIC FUNDS – Ed Services - \$55,000</i>	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>All teachers will be provided 1 day release time to visit colleague's classrooms.</i> <i>BASIC FUNDS – Ed Services - \$55,000</i>	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>All teachers will be provided 1 day release time to visit colleague's classrooms.</i> <i>BASIC FUNDS – Ed Services - \$55,000</i>
2. A-D	Common Core State Standards	K-12 curriculum committee, Ed Tech committee, ELA and Math, and Science leadership teams will meet to review CCSS instruction, design professional development activities, and guide implementation of CCSS		LEA-wide	Meetings will be held quarterly throughout the year. <i>Release time will be provided.</i> <i>BASIC FUNDS – Ed Services - \$12,500</i>	Meetings will be held quarterly throughout the year. <i>Release time will be provided.</i> <i>BASIC FUNDS – Ed Services - \$12,500</i>	Meetings will be held quarterly throughout the year. <i>Release time will be provided.</i> <i>BASIC FUNDS – Ed Services - \$12,500</i>
2. A-D	Common	Teachers and instructional	LEA-	LEA-	All teachers will complete a	All teachers will update their	All teachers will update their

	Core State Standards	assistants will participate in embedded professional development that promotes full implementation of the CCSS and peer support including: <ul style="list-style-type: none"> • School Visitations • Virtual Learning opportunities • PD Plans • PAPR committee • Shortened Wed. • PD Days • Conferences 	wide	wide	<p>professional development plan aligned to LCAP goals</p> <p>Professional Development offerings will align with data collected on the yearly PD survey. 2014/15 PD will focus on integration of technology with CCSS aligned instruction, Rtl, UDL, and differentiation. Instructional strategy focus will be close reading, writing from evidence, and academic discourse.</p> <p><i>BASIC FUNDS – 3 Days of Professional Development already embedded in work calendar - \$162,504</i></p> <p>All certificated and classified instructional positions will participate in technology integration including use of various platforms and software programs.</p> <p><i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i></p>	<p>professional development plan aligned to LCAP goals</p> <p>Professional Development offerings will focus on integration of technology with CCSS aligned instruction.</p> <p><i>BASIC FUNDS – 3 Days of Professional Development already embedded in work calendar - \$165,348</i></p> <p>All certificated and classified instructional positions will participate in technology integration including use of various platforms and software programs.</p> <p><i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i></p>	<p>professional development plan aligned to LCAP goals</p> <p>Professional Development offerings will focus on integration of technology with CCSS aligned instruction.</p> <p><i>BASIC FUNDS – 3 Days of Professional Development already embedded in work calendar - \$168,241</i></p> <p>All certificated and classified instructional positions will participate in technology integration including use of various platforms and software programs.</p> <p><i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i></p>
1. B	Implementation of Common Core State Standards	In order to promote 21st Century skills, each student will be provided with a 1:1 computing device.	LEA-wide		<p>A standard device will be identified by the Ed Tech committee and purchased for all students</p> <p>A device management system and a learning management system will be identified and purchased.</p> <p><i>BOND FUNDS – This is contingent upon June 3,</i></p>	<p>1:1 Devices needing replacement will be purchased</p> <p>DMS and LMS systems will be maintained and upgraded</p> <p><i>BOND FUNDS – This is contingent upon June 3,</i></p>	<p>1:1 Devices needing replacement will be purchased</p> <p>DMS and LMS systems will be maintained and upgraded</p> <p><i>BOND FUNDS – This is contingent upon June 3,</i></p>

					<i>2014 voter passage of \$89 million</i>	<i>2014 voter passage of \$89 million</i>	<i>2014 voter passage of \$89 million</i>
2. A-D	Implementa- tion of Common Core State Standards	Integrated math and integrated science courses will be designed and implemented in grades 7-12	LEA wide		6-12 Math and 6-8 Science teachers will meet to determine course content, course sequence, and instructional resources to be used. <i>Teacher release Teacher extra duty Instructional resources will be purchased</i> <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$7,500</i>	Integrated Math 1 will be offered. Integrated Science will for offered in grades 6,7,8. Grade 9-12 Science teachers will meet to determine course content, sequence, and instructional resources to be used. <i>Teacher release Teacher extra duty Instructional resources will be purchased</i> <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$7,500</i>	Grades 9-12 redesigned science courses will be offered. <i>Teacher release Teacher extra duty Instructional resources will be purchased</i> <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$7,500</i>
3. B	Course Access	High schools will examine course sequences to ensure all students can complete A- G requirements within the regular course sequence	PHS CGHS		Academic counselors, AP, Principals and teachers will determine updated course offerings to maximize A-G course access for all students. <i>BASIC FUNDS: Shortened Wednesdays - already embedded in work calendar</i>	Updated course sequences will be implemented and reviewed to determine student access. <i>BASIC FUNDS: Shortened Wednesdays- already embedded in work calendar</i>	Updated course sequences will be implemented and reviewed to determine student access. <i>BASIC FUNDS: Shortened Wednesdays- already embedded in work calendar</i>
3. B-C	Course Access	CTE and Core classes will work together to integrate hands-on, career related application and to increase A-G certification.	PHS & CGHS		Cross-department meetings will be held to determine potential linkages between content areas. 2 new partnerships will be developed.	Cross-department meetings will be held to determine potential linkages between content areas. 2 new partnerships will be developed.	Cross-department meetings will be held to determine potential linkages between content areas. 2 new partnerships will be developed.

					Release Time, after school meetings and consultants may be provided. <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i>	Release Time, after school meetings and consultants may be provided. <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i>	Release Time, after school meetings and consultants may be provided. <i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i>
3. D 5. A	Course Access	AP and honors courses in Jr. and High Schools will be open to all students who are willing to challenge themselves academically.	KJHS PJHS PHS CGHS		Courses will be identified and a support structures will be designed for non-traditional AP students. AP and honors teachers release and after school meetings <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i>	Courses will be identified and a support structures will be designed for non-traditional AP students. 1 course will be available. AP and honors teachers release and after school meetings <i>BASIC FUNDS – Shortened Wednesdays - - already embedded in work calendar/existing salaries – no additional cost</i>	Courses will be identified and a support structures will be designed for non-traditional AP students. 1 additional course will be available. AP and honors teachers release and after school meetings <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/existing salaries – no additional cost</i>
4. F	Pupil Achievement	A. Students at KJHS and CGHS will be provided a comprehensive Spanish language program leading to the Seal of Bi-literacy at graduation.	KJHS CGHS		Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway that includes content area Spanish language instruction and Spanish 1,2,3,4,and AP Spanish, and Spanish for Native Speakers <i>BASIC FUNDS – Regular staffing allocation</i>	Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway that includes content area Spanish language instruction and Spanish 1,2,3,4,and AP Spanish, and Spanish for Native Speakers <i>BASIC FUNDS – Regular staffing allocation</i>	Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway that includes content area Spanish language instruction and Spanish 1,2,3,4,and AP Spanish, and Spanish for Native Speakers <i>BASIC FUNDS – Regular staffing allocation</i>
4. A-F	Pupil Achievement	All teachers will establish the use of formative	LEA-wide		Formative assessments will be identified and a schedule	Formative assessments will be identified and a schedule	Formative assessments will be identified and a schedule

		assessment to monitor student progress toward mastery of CCSS. Data will be used to guide differentiated instruction and intervention services			will be established based on grade level, department and courses. Teachers will meet in grade level, department or cross department groups to review student progress and refine instruction. Selected formative assessments will be used district-wide to monitor program progress. Instructional resources may be purchased. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i> A bank of formative assessments and items will be identified and used district-wide to assess students. <i>BASIC FUNDS – Ed Services \$15,000</i>	will be established based on grade level, department and courses. Teachers will meet in grade level, department or cross department groups to review student progress and refine instruction. Selected formative assessments will be used district-wide to monitor program progress. Instructional resources maybe purchased. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i> A bank of formative assessments and items will be identified and used district-wide to assess students. <i>BASIC FUNDS – Ed Services \$15,000</i>	will be established based on grade level, department and courses. Teachers will meet in grade level, department or cross department groups to review student progress and refine instruction. Selected formative assessments will be used district-wide to monitor program progress. Instructional resources maybe purchased. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i> A bank of formative assessments and items will be identified and used district-wide to assess students. <i>BASIC FUNDS – Ed Services \$15,000</i>
4. A-F	Pupil Achievement	All schools will identify and implement a model of tiered interventions that support struggling students. This maybe a learning center, collaborative classes, Universal Design for Learning or other.	LEA-wide		An Rtl committee will be established for each school site. Training will be provided for Rtl committees. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i>	Rtl will be implemented at each school site. Programs will be evaluated based on student progress. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i>	Rtl will be implemented at each school site. Programs will be evaluated based on student progress. <i>BASIC FUNDS – Shortened Wednesdays - already embedded in work calendar/ existing salaries – no additional cost</i>
		Class size student to teacher ratio will be reduced by 1 for grades 4-12 (negotiated item)	All comprehensive sites		Staffing will be based on 1 student less in grades 4-12 for 2014-15 (negotiated item). Estimated 9.8 FTE will be added to existing staff	Reduced class size will be maintained or reduced further (negotiated item).	Reduced class size will be maintained or reduced further (negotiated item).

		K-3 class ratios will be reduced to an average of 24 students across all K-3 classes.			SUPPLEMENTAL FUNDS – \$793,968 on-going cost	SUPPLEMENTAL FUNDS – \$793,968	SUPPLEMENTAL FUNDS – \$793,968
5. B	Other	GATE identified students will receive differentiated instruction based on their needs.	LEA-wide		A GATE magnet program will be expanded to grades 4,5, 6 at McKinley school. GATE identified students attending their home schools will receive differentiated instruction. <i>BASIC FUNDS – Existing positions and Shortened Wednesdays for Rtl planning – no additional cost</i>	A GATE magnet program will be continued to grades 4,5, 6 at McKinley school. GATE identified students attending their home schools will receive differentiated instruction. <i>BASIC FUNDS– Existing positions and Shortened Wednesdays for Rtl planning – no additional cost</i>	A GATE magnet program will be continued to grades 4,5, 6 at McKinley school. GATE identified students attending their home schools will receive differentiated instruction. <i>BASIC FUNDS– 3 Existing positions and Shortened Wednesdays for Rtl planning – no additional cost</i>
6. A	Parent Involvement	Aeries and grade book will be fully implemented to increase parent ability to track student progress and to communicate with teachers	LEA-wide		All 7-12 teachers will use the AERIES and grade book to communicate student progress. On-going assistance will be available. Teachers K-6 will use the AERIES to complete the CCSS aligned report card. <i>Training will be provided.</i> <i>BASIC FUNDS – Existing position \$107,447</i>	All 7-12 teachers will use the AERIES and grade book to communicate student progress. Teachers K-6 will use the AERIES to complete the CCSS aligned report card. <i>On-going assistance will be available</i> <i>BASIC FUNDS – Existing position \$122,849</i>	All 7-12 teachers will use the AERIES and grade book to communicate student progress. Teachers K-6 will use the AERIES to complete the CCSS aligned report card. <i>On-going assistance will be available</i> <i>BASIC FUNDS – Existing position \$124,875</i>
6. A	Parent Involvement	Aeries re-registration will be opened for all parents to complete and update student information yearly	LEA-Wide		Parents will receive support and training in how to access the reregistration process in Aeries. Computers for parents use will be made available in all school offices	On-going training and computer access will be provided.	On-going training and computer access will be provided.

					and the district office. Staff will be trained to support parents. <i>BASIC FUNDS – Existing position – see above.</i>	<i>BASIC FUNDS – Existing position – see above.</i>	<i>BASIC FUNDS – Existing position – see above.</i>
6. C	Parent Involvement	Parents in the elementary schools will attend information nights on planning for their student future college and career readiness beginning in the fourth grade.	LEA-wide		1 information night will be held at each elementary school in grades 4, 5, 6.	1 information night will be held at each elementary school in grades 4, 5, 6.	1 information night will be held at each elementary school in grades 4, 5, 6.
6. B	Parent Involvement	Parents in the jr. high schools will participate in planning for high school success in the seventh grade.	LEA-wide		1 information night will be held at each jr. high school in grades 7 & 8.	1 information night will be held at each jr. high school in grades 7 & 8.	1 information night will be held at each jr. high school in grades 7 & 8.
6. A	Parent Involvement	High school students and their parents will participate in college and career information nights presented in both English and Spanish.	LEA-wide		High schools will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.	High schools will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.	High schools will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.
6. A	Parent Involvement	School and district advisory councils will continue to provide input into school and district instructional programs, fiscal oversight, and advisory capacities.	LEA-wide		School site councils and English learner advisory councils will continue to provide input and guide School single plans for academic achievement The District Leadership	School site councils and English learner advisory councils will continue to provide input and guide School single plans for academic achievement The District Leadership	School site councils and English learner advisory councils will continue to provide input and guide School single plans for academic achievement The District Leadership

					Team (DLT) and the District English Learner Advisory Council (DLAC) will continue to provide input and monitor district progress toward full implementation of LCAP and LCFF the first Tuesday of Oct, Jan, Mar, May	Team and the District English Learner Advisory Council will continue to provide input and monitor district progress toward full implementation of LCAP and LCFF the first Tuesday of Oct, Jan, Mar, May	Team and the District English Learner Advisory Council will continue to provide input and monitor district progress toward full implementation of LCAP and LCFF the first Tuesday of Oct, Jan, Mar, May
6. A	Parent Involvement	Semi-annual progress reports will be presented the Board of Education	LEA-wide		Assistant Superintendent of Educational Services will be responsible for providing board updates semiannually	Assistant Superintendent of Educational Services will be responsible for providing board updates semiannually	Assistant Superintendent of Educational Services will be responsible for providing board updates semiannually
7 A1 & A2	Pupil Engagement	When students are identified as being truant (3 or more days of unexcused absence) or chronically absent, the school site will initiate the truancy letter process (a chronically absent letter will be added to this system), site intervention process, and if needed, the District intervention process will be activated.	LEA-wide		Creation of a new letter for the notification to parents if their child is absent more than 10% of school days. SART (Student attendance review team) and SARB (School Attendance Review Board) teams will meet with parent and chronically absent or truant student and create an intervention plan that will be monitored by team and utilize District and community resources to improve attendance.	SART (Student attendance review team) and SARB (School Attendance Review Board) teams will meet with parent and student and create an intervention plan that will be monitored by team and utilize District and community resources to improve attendance.	SART (Student attendance review team) and SARB (School Attendance Review Board) teams will meet with parent and student and create an intervention plan that will be monitored by team and utilize District and community resources to improve attendance.
7-8 A-C	Pupil Engagement	Academic counselors will establish and monitor a 4 yr. academic plan aligned to College/Career readiness goals for each student 9-12	PHS CGHS SAHS CDHS SMHS		Academic Counselors will meet with 9 th grade students to establish an individualized academic plan in order to support high school graduation and college and career goals.	Academic Counselors will meet with 9 th grade students to establish an individualized academic plan in order to support high school graduation and college and career goals. 10 th grade student plans will be monitored and adjusted.	Academic Counselors will meet with 9 th grade students to establish an individualized academic plan in order to support high school graduation and college and career goals. 10 th and 11 th grade student plans will be monitored and adjusted.

					<i>BASIC FUNDS – Existing positions – all counseling \$1,237,193.</i>	<i>BASIC FUNDS – Existing positions – all counseling \$1,258,844.</i>	<i>BASIC FUNDS – Existing positions – all counseling \$1,280,874.</i>
7-8. E1 & E2	School Climate	Universal prevention and intervention programs will continue to be used to support students at all levels.	LEA-wide		Teachers will implement identified prevention and intervention programs such as Caring School Communities, Toolbox, Safe School Ambassadors and other programs that support a positive school climate. (Refer to posted)	Teachers will implement identified prevention and intervention programs such as Caring School Communities, Toolbox, Safe School Ambassadors and other programs that support a positive school climate.	Teachers will implement identified prevention and intervention programs such as Caring School Communities, Toolbox, Safe School Ambassadors and other programs that support a positive school climate.
7-8. A-C	School Climate	Partnerships with community resources will be continued and expanded to provide student and family support	LEA-wide		The district will work in partnership to promote preschool education, health, wellness and school climate programs	The district will work in partnership to promote preschool education, health, wellness and school climate programs	The district will work in partnership to promote preschool education, health, wellness and school climate programs

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	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service	Annual Update:	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
		For low income pupils:					
4. A-E	Pupil Achievement	All schools will identify and implement a model of tiered interventions that support struggling students. This	LEA-wide	ELL, FY, SED, SWD Students	An Rtl committee will be established for each school site. Training will be provided for Rtl committees.	Rtl will be implemented at each school site. Programs will be	Rtl will be routine at each school site. Programs will be

		maybe a learning center, collaborative classes, Universal Design for Learning or other. An emphasis on early prevention and intervention programs will be developed.			Teacher release time and consultants will be paid. SUPPLEMENTAL FUNDS – Ed Services \$16,969	evaluated based on student progress. SUPPLEMENTAL FUNDS – Ed Services \$16,969	evaluated based on student progress. SUPPLEMENTAL FUNDS – Ed Services \$16,969
4. A-E	Pupil Achievement	Supplementary instructional resources that support struggling students to reach mastery of the CCSS will be identified	LEA-wide	ELL, FY, SED, SWD Students	Teachers will identify instructional resources including on-line and text based materials. Materials will be purchased from site based budget allocations SUPPLEMENTAL FUNDS – site funds as needed and Restricted Lottery Funds	Teachers will identify instructional resources including on-line and text based materials. Materials will be purchased site based budget allocations SUPPLEMENTAL FUNDS – site funds as needed and Restricted Lottery Funds	Teachers will identify instructional resources including on-line and text based materials. Materials will be purchased site based budget allocations SUPPLEMENTAL FUNDS – site funds as needed and Restricted Lottery Funds
4. A-F	Pupil Achievement	ELL, SED FY and SWD will be provided extended year programs in order to increase learning time.	LEA-wide	ELL, FY, SED, SWD Students	Students K-12 will attend a 4 to 5 week summer school designed to accelerate their academic growth in order to close the achievement gap. SUPPLEMENTAL FUNDS - \$80,000 TITLE I FUNDS - \$50,000	Students K-12 will attend a 4 to 5 week summer school designed to accelerate their academic growth in order to close the achievement gap. SUPPLEMENTAL FUNDS - \$80,000 TITLE I FUNDS - \$50,000	Students K-12 will attend a 4 to 5 week summer school designed to accelerate their academic growth in order to close the achievement gap. SUPPLEMENTAL FUNDS - \$80,000 TITLE I FUNDS - \$50,000
		For English learners:					

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4. F	Pupil Achievement	All students at McKinley and McDowell schools will be provided supplemental Spanish language instruction.	McK McD	ELL, FY, SED, SWD Students	<p>A Spanish teacher will be hired to provide Spanish language instruction integrated with core content.</p> <p><i>SUPPLEMENTAL FUNDS – \$165,410</i></p>	<p>A Spanish teacher will be hired to provide Spanish language instruction integrated with core content.</p> <p><i>SUPPLEMENTAL FUNDS – \$165,410</i></p> <p>The instructional day will be expanded to accommodate the new subject area at McKinley and McDowell schools. Teachers will receive additional compensation for the extra time they teach (negotiated item).</p> <p><i>SUPPLEMENTAL FUNDS – \$83,019</i></p>	<p>A Spanish teacher will be hired to provide Spanish language instruction integrated with core content.</p> <p><i>SUPPLEMENTAL FUNDS – \$165,410</i></p> <p>The instructional day will be expanded to accommodate the new subject area at McKinley and McDowell schools. Teachers will receive additional compensation for the extra time they teach (negotiated item).</p> <p><i>SUPPLEMENTAL FUNDS – \$83,019</i></p>
4. F	Pupil Achievement	All elementary ELL students will participate in directed and integrated ELD instruction daily aligned to the Next Generation ELD standards.	LEA-wide	ELL Students	<p>Schedules modified to allow for direct ELD at Valley Vista and McNear elementary schools.</p> <p>Teachers trained in ELD methods and strategies.</p> <p><i>Conference attendance, release time, after school meetings may be provided</i></p> <p>Principals to monitor implementation BRT and ELRT to provide support general education</p>	<p>Teachers trained in ELD methods and strategies.</p> <p><i>Conference attendance, release time, after school meetings may be provided</i></p> <p>Principals to monitor implementation BRT and ELRT to provide support general</p>	<p>Teachers trained in ELD methods and strategies.</p> <p><i>Conference attendance, release time, after school meetings may be provided</i></p> <p>Principals to monitor implementation BRT and ELRT to</p>

					<p>teachers.</p> <p>After school homework clubs will be provided with the support of the BRT.</p> <p>Salary/benefits or release time will be paid.</p> <p>Instructional resources identified and purchased</p> <p>SUPPLEMENTAL FUNDS – Site-based allocations \$845,757</p>	<p>education teachers.</p> <p>After school homework clubs will be provided with the support of the BRT.</p> <p>Salary/benefits or release time will be paid.</p> <p>Instructional resources identified and purchase</p> <p>SUPPLEMENTAL FUNDS - Site-based allocations \$845,757</p>	<p>provide support general education teachers.</p> <p>After school homework clubs will be provided with the support of the BRT.</p> <p>Salary/benefits or release time will be paid.</p> <p>Instructional resources identified and purchased</p> <p>SUPPLEMENTAL FUNDS - Site-based allocations \$845,757</p>
4. A-F	Pupil Achievement	All secondary ELL students will participate in directed and integrated ELD instruction daily aligned to the Next Generation ELD standards.	LEA-wide	ELL students	<p>Students will receive ELD and content area support with trained and credentialed teachers based on their identified needs.</p> <p>SUPPLEMENTAL FUNDS – Site-based allocations (see above – not duplicated)</p> <p>ELRT teachers will be released 1 period in order to complete ELL coordinator duties.</p> <p>BASIC FUNDS – Existing positions - \$50,000</p> <p>Instructional materials will be purchased</p>	<p>Students will receive ELD and content area support with trained and credentialed teachers based on their identified needs.</p> <p>SUPPLEMENTAL FUNDS – Site-based allocations (see above – not duplicated)</p> <p>ELRT teachers will be released 1 period in order to complete ELL coordinator duties.</p> <p>BASIC FUNDS – Existing positions - \$50,000</p> <p>Instructional materials will be purchased</p>	<p>Students will receive ELD and content area support with trained and credentialed teachers based on their identified needs.</p> <p>SUPPLEMENTAL FUNDS – Site-based allocations (see above – not duplicated)</p> <p>ELRT teachers will be released 1 period in order to complete ELL coordinator duties.</p> <p>BASIC FUNDS – Existing positions - \$50,000</p> <p>Instructional materials will be purchased</p>

					RESTRICTED LOTTERY and COMMON CORE FUNDS (2 nd Round IF FUNDED)	RESTRICTED LOTTERY and COMMON CORE FUNDS (2 nd Round IF FUNDED)	RESTRICTED LOTTERY and COMMON CORE FUNDS (2 nd Round IF FUNDED)
2. A-D	CCSS Standards	Academic language will be identified in each CCSS aligned unit. Teachers will identify strategies that will increase ELL student access to CCSS.	LEA-wide	ELL students	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>BASIC FUNDS – Shortened Wednesdays already embedded in work calendar/ existing salaries – no additional cost</i>	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>BASIC FUNDS – Shortened Wednesdays already embedded in work calendar/ existing salaries – no additional cost</i>	Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays. <i>BASIC FUNDS – Shortened Wednesdays already embedded in work calendar/ existing salaries – no additional cost</i>
2. A-D	CCSS Standards	ELL Students' English language development will be assessed and monitored throughout the year. Instruction will be adjusted to accelerate academic progress and language acquisition	LEA-wide	ELL students	Students will be assessed yearly using the state adopted language assessment. Formative assessments will be conducted in ELA and math to monitor academic progress. <i>Assessment resources will be purchased.</i> <i>SUPPLEMENTAL FUNDS – ED SERVICES \$10,000</i>	Students will be assessed yearly using the state adopted language assessment. Formative assessments will be conducted in ELA and math to monitor <i>Assessment resources will be purchased.</i> <i>SUPPLEMENTAL FUNDS – ED SERVICES \$10,000</i>	Students will be assessed yearly using the state adopted language assessment. Formative assessments will be conducted in ELA and math to monitor <i>Assessment resources will be purchased.</i> <i>SUPPLEMENTAL FUNDS – ED SERVICES \$10,000</i>

6. A-E	Parent Involvement	Family Resource Center at McDowell school will provide assistance to parents.	MvK McD	ELL, SED, FY, and SWD students	<p>The FRC will provide families a variety of assistance in order to maintain family health and wellness.</p> <p>FRC staff salary/ben</p> <p><i>GRANT FUNDS: \$40,000 SUPPLEMENTAL FUNDS: \$10,000</i></p>	<p>The FRC will provide families a variety of assistance in order to maintain family health and wellness.</p> <p>FRC staff salary/ben</p> <p><i>SUPPLEMENTAL FUNDS: \$50,000</i></p>	<p>The FRC will provide families a variety of assistance in order to maintain family health and wellness.</p> <p>FRC staff salary/ben</p> <p><i>SUPPLEMENTAL FUNDS: \$50,000</i></p>
4. A-F	Pupil Achievement	Preschool experiences will be provided to children and their families in order to support academic and social development	McK McD VV McN	ELL, SED, FY, SWD students	<p>Transition from preschool will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos, SAHS Teen Parent Program</p> <p>GRANT FUNDED except SAHS.</p> <p>SUPPLEMENTAL FUNDS for Teen Parent Program \$156,861</p>	<p>Transition from pre-school will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos, SAHS Teen Parent Program</p> <p>GRANT FUNDED except SAHS.</p> <p>SUPPLEMENTAL FUNDS for Teen Parent Program \$156,861</p>	<p>Transition from pre-school will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos, SAHS Teen Parent Program</p> <p>GRANT FUNDED except SAHS.</p> <p>SUPPLEMENTAL FUNDS for Teen Parent Program \$156,861</p>
6. A-E	Parent Involvement	Parent outreach and translation services will be provided at all schools with significant ELL populations.	LEA-wide	ELL students	<p>A bilingual clerk typist will be maintained in every school office with ELL students. In addition, schools with high population of ELL students may choose to employ a bilingual community liaison or family mentor to increase outreach to families</p> <p>BASIC FUNDS: Regular Clerical Staffing and Site-</p>	<p>For sites that do not yet have this support, positions will be evaluated as vacancies occur and be filled with bilingual staff until all sites have these services.</p> <p>BASIC FUNDS: Regular Clerical Staffing and</p>	<p>For sites that do not yet have this support, positions will be evaluated as vacancies occur and be filled with bilingual staff until all sites have these services.</p> <p>BASIC FUNDS: Regular Clerical</p>

					Based Supplemental funds (already listed above)	Site Based Supplemental funds (already listed above)	Staffing and Site Based Supplemental funds (already listed above)
		For Foster Youth:					
7-8. A-C	School Climate	Student Assistance Approach will be activated when a student does not progress academically including: <ul style="list-style-type: none"> • Barriers identified • Plan developed • Plan monitored 	LEA-wide	All students	Guidance Specialists and MFCC Interns will be hired to provide a minimum of 3 days of service to each school. A stipend will be paid to interns. SUPPLEMENTAL FUNDS: \$218,773 Transition team meetings, SARB, and SST meetings will continue in order to support students and teachers in maintaining a positive school climate. Alternative school options are a component of providing smaller settings for students. <i>BASIC FUNDS: \$483,549</i> <i>SUPPLEMENTAL FUNDS: \$1,234,326</i>	Guidance Specialists and MFCC Interns will be hired to provide a mini- mum of 3 days of service to each school. A stipend will be paid to interns. SUPPLEMENTAL FUNDS: \$218,773 Transition team meetings, SARB, and SST meetings will continue in order to support students and teachers in maintaining a positive school climate. <i>BASIC FUNDS: \$483,549</i> <i>SUPPLEMENTAL FUNDS: \$1,234,326</i>	Guidance Specialists and MFCC Interns will be hired to provide a minimum of 3 days of service to each school. A stipend will be paid to interns. SUPPLEMENTAL FUNDS: \$218,773 Transition team meetings, SARB, and SST meetings will continue in order to support students and teachers in maintaining a positive school climate. <i>BASIC FUNDS: \$483,549</i> <i>SUPPLEMENTAL FUNDS: \$1,234,326</i>
		For re-designated fluent English proficient pupils:					
4. A-F	Pupil Achievement	RFEP student academic progress will be monitored.	Lea-wide	RFEP Students	BRT and ELRTs will monitor R-FEP student progress for 2 years after re-designation. Student support will be	BRT and ELRTs will monitor R-FEP student progress for 2 years after re-designation. Student	BRT and ELRTs will monitor R-FEP student progress for 2 years after re-designation.

					provided as needed <i>SUPPLEMENTAL FUNDS - Site-based allocations (see above – not duplicated)</i>	support will be provided as needed <i>SUPPLEMENTAL FUNDS - Site-based allocations (see above – not duplicated)</i>	Student support will be provided as needed <i>SUPPLEMENTAL FUNDS- Site-based allocations (see above – not duplicated)</i>

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

Petaluma City Schools will spend \$3,626,163 in supplemental funding. The unduplicated percentage of students is 41.5% in the elementary and 35.2% in the secondary. PCS has demonstrated a strong commitment to providing intervention support and alternative setting for struggling students. This strong commitment is demonstrated in the use district-wide use of LCAP Supplemental funds to support Alternative Education programs, including child care, that can be accessed by all students and are specifically designed to support those students in danger of not graduating from high school. The districtwide use of supplemental funds also supports the full development of a comprehensive academic support program for all ELL students regardless of the school attended. Bilingual personnel including Bilingual Resource Teachers, English Learner Resource Teacher stipends, instructional assistants, community liaisons, and clerks ensure high quality instruction for all ELL students. In addition, the districtwide use of supplemental funds will provide summer school K-12, class size reduced, and mental health support will be expanded for all students. Teacher and administrator training for RtI and common core standards implementation will provide all students with the college and career readiness educational opportunities that will support their success as citizens in the 21st century. This range of district wide services will provide support to unduplicated count students regardless of the school they attend and will support upgrading the entire district range of services. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy percent or more), there may other students in need that the district does not want to ignore. By providing the services identified without limitations, PCS will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the PCS Local Control and Accountability Plan and addresses the needs of our district's English learners, low Income students and foster youth.

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

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum requirement begins with the 2012-13 received for Economic Impact Aid (EIA) for both elementary (\$313,337) and secondary (\$345,448) as the base year for a combined total of \$658,785. Based on the Minimum Proportionality Percentage (MPP) calculation, each District must show that it will meet or exceed \$612,901 for elementary and \$2,453,632 for the Secondary in 2014-15 (see Table A). The District will exceed this amount as indicated in Table B with total expenses of \$3,626,163 and represents 7.655% of LCFF revenues, far exceeding the MPP of 5.62% (elementary) and 7.03% (secondary).

Line items hi-lighted in **TABLE B** are new services and/or improvements to serve students. Over the course of LCFF implementation (2020-21), the combined Districts will add \$540,706. Class size reduction is district-wide on comprehensive elementary and secondary schools. Justification: This environment benefits all students.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	<u>2014-15 Elementary</u>	<u>2014-15 Secondary</u>	<u>Total</u>
Current year estimated supplemental and concentration grant funding in the LCAP year	\$612,901	\$2,453,632	\$3,066,533

Current year Minimum Proportionality Percentage (MPP)	5.62%	7.03%
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Estimated 2014-15 Supplemental Budget TABLE B	ELEMENTARY Supplemental	SECONDARY Supplemental	COMBINED Supplemental
San Antonio High School		\$ 576,590	\$ 576,590
Carpe Diem High School		\$ 192,551	\$ 192,551

Sonoma Mtn. High School		\$ 210,865	\$ 210,865
Crossroads		\$ 239,895	\$ 239,895
Counseling (non-academic)	\$ 138,009	\$ 82,692	\$ 220,701
Site Supplemental (former EIA)	\$ 386,663	\$ 459,094	\$ 845,757
Childcare - SAHS (CalSAFE)		\$ 144,547	\$ 144,547
Reduce Class Size	\$ 165,410	\$ 628,558	\$ 793,968
Summer School	\$ 49,475	\$ 56,095	\$ 105,570
Family Resource Center-McD	\$ 20,682		\$ 20,682
Educational Services Budget	\$ 45,150	\$ 51,819	\$ 96,969
Spanish Teachers- McD/McK	\$ 178,068		\$ 178,068
SUB-TOTAL	\$ 983,457	\$ 2,642,706	\$ 3,626,163
2020-2021 TARGET -->	\$ 1,148,368	\$ 3,018,501	\$ 4,166,869
AMOUNT TO BE ADDED BY 2020-2021	\$ 164,911	\$ 375,795	\$ 540,706

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.