

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

Introduction:

LEA: Piner-Olivet Union School District **Contact (Name, Title, Email, Phone Number):** Jennie Snyder, Superintendent, jsnyder@pousd.org, 707-522-3000

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
September-December, 2013 -- Inform and educate: At the September 19, 2013 School Site Council meeting provided information on the LCAP process, including the purpose, requirements, eight state priorities, goal setting and alignment to District Areas of Focus. Responded to questions regarding the LCAP process, goal setting and alignment to District Areas of Focus.	Input provided was incorporated into the process of brainstorming student outcomes.
December 4th, 2013 -- Presentation to Staff on LCFF, LCAP, the planning process and stakeholder engagement at Jack London Elementary School. Responded to clarifying questions about the process, goal setting and alignment with District Areas of Focus.	Informed staff on LCAP planning process and stakeholder engagement. Gathered ideas on how to engage community and the types of input needed.
January-March, 2014 -- Stakeholder Engagement Met with Piner-Olivet Educators Association to discuss updates on planning process as well as ways of engaging staff and community: January 15, 2014; February 5, 2014; and March 5, 2014.	Discussed ways of engaging staff in the LCAP planning process.
January 8th, 2014 Board Meeting -- Board members and two staff members in attendance discussed stakeholder engagement process. January 24, 2014 -- Board Workshop to review and discuss student outcomes as well	Based on discussions, a plan was developed including specific actions related to stakeholder engagement.

Involvement Process	Impact on LCAP
<p>outline plan for gathering input from staff, parents, and community.</p>	
<p>February, 2014: Conducted Staff and Parent/Community sessions to gather input on the vision of student outcomes and brainstormed ideas about what needs to be in place to support students in achieving the outcomes. * February 12, 2014 at 3:00 pm - 4:00 pm -- LCAP Staff Session available via webinar. Two staff accessed webinar and participated. * February 13, 2014 at 3:00 pm -- 4:00 pm -- LCAP Staff Session at Jack London Elementary School/ Piner-Olivet Charter School. Twelve (12) staff members (certificated and classified) attended the LCAP Staff Session on February 13th, 2014. Reviewed District Student Outcomes and staff provided feedback. * February 18, 2014 at 6:00 pm - 7:00 pm -- LCAP Parent and Community Session at Jack London Elementary School/ Piner-Olivet Charter School. Approximately 20 parents attended the LCAP Parent/Community session on February 18th, 2014. Reviewed District Student Outcomes and parents provided feedback. Informed of next collaborative planning sessions scheduled and ways they could be involved.</p>	<p>The feedback provided by staff was used to further revise/refine the District Student Outcomes. All supported the outcomes. Brainstormed what needs to be in place to support students in achieving the student outcomes. Identified the need to articulate what the student outcomes look like across grade levels. Staff also provided input on kinds of learning opportunities, school climate, teaching approaches that students need to be able to achieve the outcomes. For example, the need for students to feel safe and connected to school (focusing on social emotional needs), the need for more integrated approaches to teaching and learning, and more opportunities to engage in creative endeavors and physical education. The feedback from the parent session was used to revise/refine the District's Student Outcomes. All supported the outcomes with revisions. Parent feedback also emphasized the need to balance academic skills (literacy and numeracy) with student outcomes such as collaboration, communication, critical thinking and creativity.</p>
<p>A video recording of the presentation on the District's LCAP planning process and draft of the Student Outcomes was posted on the District website. The video was viewed 68 times. A link to a survey was also posted to gather input on the outcomes. No survey responses were submitted via the website.</p>	
<p>February 26, 2014 at 6:30 pm - 7:30 pm -- District English Learning Advisory Committee at Schaefer Charter School. Ten (10) parents attended the DELAC meeting on February 26th, 2014. Reviewed and discussed District Student Outcomes. Parents provided feedback. All supported the outcomes.</p>	<p>This feedback was used to further refine outcomes. Gathered input on what their child needs to be able to achieve student outcomes as well as ways to improve communication and engagement with parents. This feedback was incorporated into the Student Outcomes, Conditions of Learning and Engagement (parent involvement) sections of the LCAP.</p>
<p>January 20, 2014 - February 21, 2014: School Culture Survey administered to students and teachers. Student survey results highlighted areas for improvement: students feeling more comfortable taking risks in the classroom as well as participating in more engaging learning activities and leadership opportunities.</p>	<p>The results from the student survey were incorporated into the Conditions for Learning (school climate) and Engagement (student engagement) sections of the LCAP.</p>
<p>January 20, 2014- February 21, 2014: BrightBytes Survey administered to students, parents and teachers to gather information on integration of technology into learning as well as 21st Century learning opportunities at school and home.</p>	<p>Survey results suggest the following: Overall, teachers, parents and students believe that technology has the potential to enhance student learning. In general, most students have access to devices and infrastructure at school and home. Students feel comfortable using technology to create multimedia. Needs identified: 1) More opportunities for students to use digital tools for collaboration, communication, critical thinking and creativity (4C's). 2) Students need more opportunities to learn digital citizenship. 3) More professional learning opportunities (formal and informal) to help teachers integrate technology into classroom learning.</p>
<p>March 5, 2014 -- Governing Board meeting -- Review and take action on the Student Outcomes.</p>	<p>Board members unanimously adopted Student Outcomes that guided the development of specific action steps incorporated into the LCAP.</p>
<p>March 6, 2014 -- LCAP Collaborative Planning Session (in person as well as availability via online webinar). Six people attended (four staff, two parents). No participants</p>	<p>Feedback gathered on ways to improve communication with parents using the website and other digital tools; identified the need for clarity around what the student outcomes</p>

Involvement Process	Impact on LCAP
<p>accessed the session via the webinar.</p>	<p>look like across the grades as well as how adults (parents and teachers) can support students in meeting them. This input was incorporated into the Conditions of Learning (Courses of Study), Pupil Outcomes (academic achievement, student outcomes) and Engagement (student, parent) components of the LCAP.</p>
<p>March 12, 2014 -- LCAP Collaborative Planning Session to identify needs based on student outcomes in the areas of student achievement, Common Core implementation, school climate, and student engagement. Twelve staff participated in small group discussions focused on state priorities. Each small group generated lists of needs in each area. The ideas were summarized in a brainstorming synthesis document.</p>	<p>The lists of needs were used as a basis for developing specific actions in the areas of Conditions for Learning (Common Core implementation, Broad Course of Study, etc.), pupil outcomes and student engagement.</p>
<p>March 13, 2014 -- Meeting with Piner-Olivet Classified Association. Provided update on the district student outcomes, LCFF and the LCAP Collaborative Planning process. All supported the outcomes. Gathered input on what needs to be in place to support students in achieving outcomes. Four people attended, including the Association president and vice president.</p>	<p>Participants provided input on student needs related to school safety, school climate, and intervention support.</p>
<p>May 7, 2014 -- Meeting with Jack London Elementary School Site Council and English Learner Advisory Council to review preliminary draft of the LCAP and gather input from parents and staff. Six parents, three staff and the principal attended.</p>	<p>Participants discussed elements of the plan. Parents were pleased that the plan included parent education and outreach efforts. Parents and staff expressed need for counseling and social-emotional support for at risk students (which is included in the plan).</p>
<p>May 8, 2014 -- Meeting with the Piner-Olivet Educators Association (POEA) Executive Board to review the draft of the LCAP. The President, Vice President, Secretary, and Treasurer met with the Director of Business Services and the Superintendent.</p>	<p>POEA Officers expressed a need to include language in the LCAP that addressed "the recruitment and retention of highly qualified teachers." Language referencing Highly Qualified Teachers is included under Goal #3 (Student proficiency in skills and behaviors necessary for college/career success). The officers also asked clarifying questions about the specific elements of the plan (before/after school enrichment activities, summer program, PE instruction, arts education, counseling, digital literacy/citizenship instruction). These elements were included in the draft reviewed by the Executive Council.</p>
<p>May 21, 2014 -- Jack London English Learner Advisory Council met to review and discuss the final draft of the LCAP.</p>	<p>Jack London English Learner Advisory Council reviewed the final draft of the LCAP and supported approval of the LCAP. Attendees expressed that they were pleased with the inclusion of a community based tutoring program and parent education component.</p>
<p>May 22, 104 -- Jack London School Site Council met to review and discuss the final draft of the LCAP and consider approval of the LCAP.</p>	<p>Jack London School Site Council approved the LCAP.</p>
<p>June 5, 2014 -- Governing Board held public hearing to review and discuss the LCAP.</p>	<p>There were no public comments.</p>
<p>June 18, 2014 -- Governing Board approved the LCAP.</p>	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015.</p> <p>Healthy Kids Survey: Positive School Environment (56%) -- Caring Relationship w/Adults (63%); Meaningful Participation (33%). School Connectedness (67%).</p> <p>Attendance Rates -- 96.34% Truancy Rate -- 9.4 % Suspension Rates -- 2.5%</p>	<p>Create a positive, learning focused environment and culture for all students.</p>	<p>All, Low Income, Foster Youth, English Learners</p>		<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015; Healthy Kids Survey: Attendance Rates -- 96.6% or more Truancy Rate -- 5% or less Suspension Rates -- 2.0% or less</p> <p>Facilities: FIT</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015; Healthy Kids Survey: Positive School Environment (85%) -- Caring Relationship w/Adults (80%); Meaningful Participation (70%). School Connectedness</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015; Healthy Kids Survey: Positive School Environment (100%) -- Caring Relationship w/Adults (90%); Meaningful Participation (90%). School Connectedness</p>	<p>State Priorities: (#6) School Climate, (#5) Student Engagement, (#1) Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUSD Student Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative Thinking *Effective Communication *Reflective Learning *Citizenship and Global Responsibility *Resiliency and Drive</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Expulsion Rate - 0% Facilities (FIT Survey): Exemplary. Williams for Textbooks - 100% CST (2013): 50.4% ELA; 55.7% Math. API - 804 (3 year weighted average). % Students Completing A-D Requirements - N/A Number of CTE classes -- N/A % Students passes AP - N/A % students who passed EAP - N/A					Survey - Sustain Exemplary status Williams Act: Sustain 100% access to instructional materials.	(90%). Attendance Rates -- 96.8% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access.	(100%). Attendance Rates -- 97% or more Truancy Rate -- 1% or less Suspension Rates -- 1% or less Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access.	
Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by: # of teachers who have participated in professional development related to	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	All	LEAwide		Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by:	Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by:	Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by:	State Priorities: (#2) Implementation of Common Core State Standards; (# 7) Course Access; (# 1) Basic Services. District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of English language arts and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 29% report ease with these types of tasks. Online Skills -- 50% utilize these skills. Multimedia Skills -- 7% report ease with these types of tasks. 100% Teachers appropriately assigned.</p>					<p># of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common</p>	<p># of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common</p>	<p># of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common</p>	<p>and ELD to support student learning.</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 50% report ease with these types of tasks. Online Skills -- 70% utilize these skills. Multimedia Skills -- 30% report ease with these types of tasks. Maintain 100% Teachers appropriately assigned.	Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 70% report ease with these types of tasks. Online Skills -- 90% utilize these skills. Multimedia Skills -- 50% report ease with these types of tasks. Maintain 100% Teachers appropriately assigned.	Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 100% report ease with these types of tasks. Online Skills -- 100% utilize these skills. Multimedia Skills -- 70% report ease with these types of tasks. Maintain 100% Teachers appropriately assigned.	
Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.	All	LEAwide		Students need to demonstrate proficiency in skills for future success such as literacy skills,	Students need to demonstrate proficiency in skills for future success such as literacy skills,	Students need to demonstrate proficiency in skills for future success such as literacy skills,	State Priorities: (# 4) Student Achievement (# 8) Other Student Outcomes District Areas of

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 81% of students in grades 3-6 read grade</p>				<p>mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical</p>	<p>mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical</p>	<p>mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Student need to develop physical fitness.</p>	<p>Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative Thinking *Effective Communication *Reflective Learning *Citizenship and Global Responsibility *Resiliency and Drive</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 57% students score at or above proficiency on grade level standards. DIBELS (K-6) -- 65% of students are meeting grade level benchmarks. CELDT: 26% of EL students score in the Early Advanced/Advanced range. Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met) BrightBytes Student Survey: 21% of students asked to write online at least monthly. 59% of students</p>					<p>fitness. As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 85% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 65% of students score at or above proficiency on grade level standards. DIBELS (K-6) -- 75% of students are meeting grade level benchmarks. CELDT: 35% of EL students score in the Early Advanced/Advanced range.</p>	<p>fitness. As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 90% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 75% of students score at or above proficiency on grade level standards. DIBELS (K-6) -- 85% of students are meeting grade level benchmarks. CELDT: 26% of EL students score in the Early Advanced/Advanced range.</p>	<p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 81% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 57% of students score at or above proficiency on grade level standards. DIBELS (K-6) -- 65% of students are meeting grade level benchmarks. CELDT: 26% of EL students score in the Early Advanced/Advanced range. Title III</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>collaborate with classmates online at least monthly. 29% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 59.3% Body Composition -- 44.1% All students (Gr. 1-6) have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>					<p>Title III Accountability AMAO I - Students making progress learning English 50% AMAO II -- Less than 5 yrs. attaining English Proficiency 20%</p> <p>BrightBytes Student Survey: 50% of students asked to write online at least monthly. 80% of students collaborate with classmates online at least monthly. 50% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online</p>	<p>Title III Accountability AMAO I - Students making progress learning English -- 53% meet target AMAO II -- Less than 5 yrs. attaining English Proficiency -- 23% meet target</p> <p>BrightBytes Student Survey: 80% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly. 80% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work</p>	<p>Accountability AMAO I - Students making progress learning English 55% (meet) AMAO II -- Less than 5 yrs. attaining English Proficiency 25% (meet)</p> <p>BrightBytes Student Survey: 100% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly. 90% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 70% Body Composition -- 65% Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)	products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 85% Body Composition -- 80% Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, science, visual and performing arts, health and PE)	publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 90% Body Composition -- 85% Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, science, visual and performing arts, health and PE)	
Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's	Improve parent engagement.	All	LEAwide		Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of	State Priority: (# 3) Parent Involvement District Area of Focus: Improve stakeholder engagement.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Attendance at school events. Parent participation in Parent Organization. # Parent volunteers. Engagement statistics on social media sites and website. # Parents accessing e-newsletters.</p>					<p>instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites and website. # Parents accessing e-newsletters.</p>	<p>instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites and website. # Parents accessing e-newsletters.</p>	<p>instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites and website. # Parents accessing e-newsletters.</p>	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Create a positive, learning focused environment and culture for all students.	State Priorities: (#6) School Climate, (#5) Student Engagement, (#1) Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUSS Student Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative Thinking *Effective Communication *Reflective	Continue Implementation of social-emotional curriculum, including Toolbox and No Bully! 2. Continue Implementation of social-emotional curriculum, including Toolbox and No Bully! 3. Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!	2. LEAwide 3. LEAwide		Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff and parents) w/ professional development introduction and follow-up 5000-5999: Services And Other Operating Expenditures Supplemental \$13,760 Toolbox Consumable materials 4000-4999: Books And Supplies Base \$300	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300
		Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision. 2. Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision. 3. Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.	LEA-wide 2. LEA-wide 3. LEA-wide		Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$120,000 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,184,500	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$120,000 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,184,500	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$120,000 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,281,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	p and Global Responsibility *Resiliency and Drive	<p>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p> <p>2. Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p> <p>3. Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>PE Coach/Instructor (9 Hours/Day PE Tech shared by 3 K-6 sites) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$11,000</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$24,000</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>	<p>PE Coach/Instructor (9 Hours/Day PE Tech shared by 3 K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$11,250</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$24,500</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>	<p>PE Coach/Instructor (9 Hours/Day PE Tech shared by 3 K-6 schools) - Intramural sports, after school sports 2000-2999: Classified Personnel Salaries Supplemental \$11,500</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Materials -- art projects, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>
		Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		No cost.	No additional cost	No additional cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p> <p>3. Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p>					
		<p>Communicate high expectations through school culture, language and symbols.</p> <p>2. Communicate high expectations through school culture, language and symbols.</p> <p>3. Communicate high expectations through school culture, language and symbols.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		No cost.	No additional cost	No additional cost
		<p>Provide students with leadership opportunities such as student council.</p> <p>2. Provide students with leadership opportunities such as student council.</p> <p>3. Provide students with leadership opportunities such as student council.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Provide school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p> <p>2. Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p> <p>3. Provide school facilities that support student engagement and positive school culture. Maintain school facilities.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$19,375</p> <p>Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$13,275</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$112,962</p> <p>Custodial/Maintenance Supplies 4000-4999: Books And Supplies Base \$23,000</p> <p>Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$24,000</p> <p>Deferred Maintenance 7000-7439: Other Outgo Base \$33,333</p>	<p>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$19,600</p> <p>Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$13,500</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$113,500</p> <p>Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$23,000</p> <p>Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$24,000</p> <p>Deferred Maintenance 7000-7439: Other Outgo Base \$33,333</p>	<p>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,000</p> <p>Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,000</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$115,000</p> <p>Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$23,000</p> <p>Repair and Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$24,000</p> <p>Deferred Maintenance 7000-7439: Other Outgo Base \$33,333</p>
		<p>Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p> <p>2. Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$15,000</p>	<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$15,000</p>	<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$15,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.					
		Provide before/after school and recess student supervision. 2. Provide before/after school and recess student supervision. 3. Provide before/after school and recess student supervision.	LEA-wide 2. LEA-wide 3. LEA-wide		Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$27,000	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$27,500	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$28,000
Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	State Priorities: (#2) Implementation of Common Core State Standards; (# 7) Course Access; (# 1) Basic Services. District Areas of Focus: Implement Common Core within a 21st Century Framework ; Provide evidenced based	Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels. 2. Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.	LEA-wide 2. LEA-wide 3. LEA-wide		Substitute teachers to provide classroom coverage as needed. 1000-1999: Certificated Personnel Salaries Base \$4,000	Substitute teachers to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Base \$4,000	Substitute costs to cover release time. 1000-1999: Certificated Personnel Salaries Base \$4,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	interventions and ELD to support student learning.	3. Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings), peer observation, lesson study.					
		<p>Provide opportunities for individual and team coaching to develop and support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.</p> <p>2. Provide opportunities for individual and team coaching to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.</p> <p>3. Provide opportunities for individual and team coaching to develop and support instructional practices aligned with the District Student Outcomes in ELA, Math, Science, and PBL.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>CCSS ELA Implementation Coaches (2 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$67,000</p> <p>CCSS Math Implementation Coach (.5 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>CCSS/21st Learning Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>	<p>CCSS ELA Implementation Coaches (2 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$67,500</p> <p>CCSS Math Implementation Coach (.5 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$16,200</p> <p>CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$32,300</p>	<p>CCSS ELA Implementation Coaches (2 FTE shared by 3 K-6 schools)) 1000-1999: Certificated Personnel Salaries Supplemental \$68,000</p> <p>CCSS Math Implementation Coach (.5 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$16,400</p> <p>CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$32,600</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Provide formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</p> <p>2. Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p> <p>3. Provide formal and informal professional learning opportunities ("Tech Tuesdays," Brokers of Expertise, etc.) for teachers to develop instructional practices aligned to the District Student Outcomes and California Content Standards (CCSS ELA, CCSS Math, Next Generation Science, technology, PBL).</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Professional Development Days (4 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional Development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Online Resources for professional learning (Brokers of Expertise, Teaching Channel, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Sonoma Leadership Network (CCSS Math focus) - registration fees and substitute costs for release time for teacher leaders. 5000-5999: Services And Other Operating Expenditures Other \$3,000</p> <p>Envision Learning Partnerships - workshops and follow-up coaching. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>	<p>Professional Development Days (4 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>Online resources for professional learning (Brokers of Expertise, etc.). 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Envision Learning Partners -- workshops and follow-up coaching. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>	<p>Professional Development Days (4 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional development for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Sonoma Leadership Network - registration fees and substitute costs to cover release time for teacher leaders. 5000-5999: Services And Other Operating Expenditures Other \$3,000		
		<p>Develop units of study aligned with CCSS Math, ELA and Integrated Projects, including formative and summative assessments across grades K-6.</p> <p>2. Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p> <p>3. Implement and refine units of study aligned with CCSS ELA, CCSS Math, Next Generation Science Standards, including formative and summative assessments across K-6.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Planning time to develop units and assessment cycles (teacher hourly rate: \$50/ hour). 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Math - Number Talks (K-5) - Materials. 4000-4999: Books And Supplies Other \$10,000</p> <p>CCSS Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000</p> <p>Writing Curriculum/instructional materials 4000-4999: Books And Supplies Other \$10,000</p>	<p>Substitute teachers to provide release time for collaboration and peer observations. 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Instructional materials. 4000-4999: Books And Supplies Base \$25,000</p> <p>Professional development days (4 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>	<p>Substitute costs to provide release time for teachers to collaborate. 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
		<p>Integrate arts education across curricular areas.</p> <p>2. Implement units of study aligned with CCSS Math, ELA, including formative and summative assessments across K-6.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Professional development for teachers to learn arts integration strategies across the curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>	<p>Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$3,000</p>	<p>Professional development for teachers to integrate arts integration strategies across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Integrate arts education across curricular areas.				Instructional materials 4000-4999: Books And Supplies Base \$25,000	
		2. Develop units of study aligned to Next Generation Science Standards, including formative and summative assessments across K-6.				Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999: Certificated Personnel Salaries Base \$3,000 Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,000 Professional development days (4 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000	
		2. Integrate arts education across curricular areas.				Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000	
All students will demonstrate proficiency in the skills and behaviors necessary for future success in college	State Priorities: (# 4) Student Achievement	Assess student progress toward mastery of content standards. 2. Assess student progress toward curricular goals.	LEA-wide 2. LEA-wide 3. LEA-wide		Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700	Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700	Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and careers.	(# 8) Other Student Outcomes District Areas of Focus: Implement Common Core within a 21st Century Framework POU SD Student Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative Thinking *Effective Communication *Reflective Learning *Citizenship and Global Responsibility *Resiliency and Drive	3. Assess student progress toward mastery of California Content Standards.			DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500 Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes, formative assessments in writing and mathematics. 1000-1999: Certificated Personnel Salaries Base \$3,000 Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,232,000	DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500 Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base \$3,000 Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,256,000	DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500 Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,281,000
		Provide students with project-based learning/Inquiry Methods of instruction focused on integrated units of study aligned with California Content Standards. 2. Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with District Student Outcomes and California Content Standards.	LEA-wide 2. LEA-wide 3. LEA-wide		Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,232,000 Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,000 Develop bundles of fiction and non-fiction reading materials linked by theme. 4000-4999: Books And Supplies Base \$3,000	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 CCSS Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$116,000 Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$5,000 CCSS Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$120,000 Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Provide students with project-based learning/inquiry methods of instruction focused on integrated units of study aligned to the California Content Standards and District Student Outcomes.			<p>Digital and print resources for student inquiry and research. 4000-4999: Books And Supplies Base \$3,000</p> <p>Multi-media tools such as video editing for student project work (WeVideo annual subscription, applications) 4000-4999: Books And Supplies Supplemental \$1,200</p> <p>Mobile devices for students to use for research, writing, digital creation. 4000-4999: Books And Supplies Base \$5,000</p>	<p>Digital and print instructional resources 4000-4999: Books And Supplies Base \$3,000</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,300</p> <p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,256,000</p>	<p>Digital and print instructional resources. 4000-4999: Books And Supplies Base \$3,000</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,600</p> <p>Annual subscription for video editing application (WeVideo). 4000-4999: Books And Supplies Supplemental \$1,200</p> <p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,281,000</p>
		<p>Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p> <p>2. Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p> <p>3. Provide instruction to students in developing literacy, research and digital citizenship skills.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Library Tech (15 hours per site per week) 2000-2999: Classified Personnel Salaries Supplemental \$14,100</p> <p>Teacher Librarian (1 FTE - shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,000</p> <p>CCSS ELA and Technology Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$99,000</p>	<p>Library Tech (15 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$14,300</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,300</p> <p>CCSS ELA, Math and Technology Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$116,000</p>	<p>Library Tech (15 hours per week per school) 2000-2999: Classified Personnel Salaries Supplemental \$14,500</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,600</p> <p>CCSS ELA and Technology Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$125,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Professional development for teachers focused on digital/media literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000	Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000	Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000
		<p>Provide arts education (visual, digital, music, performing arts) for students to develop their communication, creativity, and critical thinking skills.</p> <p>2. Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</p> <p>3. Provide arts education (visual, digital, music, performing arts) for students to develop their communication, creativity, and critical thinking skills.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Artist-in-Residence/community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$24,000</p> <p>Materials for arts projects 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>Artist-in-residence/ community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$24,500</p> <p>Materials for art projects 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>Artist-in-Residence program/community partnerships. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Materials for arts projects. 4000-4999: Books And Supplies Supplemental \$2,000</p>
		<p>Provide students with instruction to develop their motor skills/physical fitness.</p> <p>2. Provide students with instruction to develop motor skills/physical fitness.</p> <p>3. Provide students with instruction to develop their motor skill/ physical fitness.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>PE Technician (3 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental \$11,000</p>	<p>PE Technician (3 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental \$11,300</p>	<p>PE Technician (4 Hrs/Day/School - K-6) 2000-2999: Classified Personnel Salaries Supplemental \$11,600</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p> <p>2. Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p> <p>3. Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Special Day Class Teacher (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$26,000</p> <p>RSP Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$43,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Other \$16,200</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$48,000</p> <p>Speech and Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$37,500</p>	<p>RSP Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$45,000</p> <p>SDC Teacher (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$27,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Other \$16,600</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$49,000</p> <p>Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$39,000</p>	<p>Special Day Class Teacher (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$28,000</p> <p>RSP Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$47,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Other \$17,000</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$50,000</p> <p>Speech and Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$40,500</p>
Improve parent engagement.	State Priority: (# 3) Parent Involvement District Area of Focus: Improve stakeholder engagement.	<p>Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning (Toolbox), and Positive Parenting.</p> <p>2. Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,200</p> <p>Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,500</p> <p>Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>Materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,200</p> <p>Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.					
		School/Community events that showcase student learning (exhibitions, performances, etc.) 2. School/Community events that showcase student learning (exhibitions, performances, etc.) 3. School/Community events that showcase student learning (exhibitions, performances, etc.)	LEA-wide 2. LEA-wide 3. LEA-wide		No Cost	No additional cost	No additional cost
		Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters and virtual meetings -- AnyMeeting, Google Hangouts, etc.).	LEA-wide 2. LEA-wide 3. LEA-wide		AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Templates 4000-4999: Books And Supplies Base \$500 Weebly Pro Subscription 4000-4999: Books And Supplies Base \$500	AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$500 Photography 4000-4999: Books And Supplies Base \$500	AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Pro annual subscription 4000-4999: Books And Supplies Base \$500 Photography 4000-4999: Books And Supplies Base \$500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).</p> <p>3. Use a variety of communication platforms to promote parent engagement and an understanding of educational programs.</p>			<p>Photography 4000-4999: Books And Supplies Base \$500</p> <p>SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400</p>	<p>SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400</p>	<p>SchoolGo annual subscription (\$1 per student). 4000-4999: Books And Supplies Base \$400</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Create a positive, learning focused environment and culture for all students.	State Priorities: (#6) School Climate, (#5) Student Engagement, (#1) Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUUSD Student Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative	Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships. 2. Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships. 3. Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	Low Income. Foster Youth 2. Low Income. Foster Youth 3. Low Income. Foster Youth		Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300	Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300	Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300
		Provide Student Attendance Mediation services. 2. Provide Student Attendance Mediation services. 3. Provide Student Attendance Mediation services.	Low Income, Foster Youth 2. Low Income, Foster Youth 3. Low Income, Foster Youth		SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Thinking *Effective Communication *Reflective Learning *Citizenship and Global Responsibility *Resiliency and Drive						
Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	State Priorities: (#2) Implementation of Common Core State Standards; (# 7) Course Access; (# 1) Basic Services. District Areas of Focus: Implement Common Core within a 21st Century Framework ; Provide evidenced based interventions and	Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day. 2. Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day. 3. Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.	English Learners 2. English Learners 3. English Learners		CCSS ELA Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000 CCSS Math Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$16,000 CCSS Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$32,000 Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. \$0	CCSS ELA Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000 CCSS Math Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$16,000 CCSS Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$32,000 Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. \$0	CCSS ELA Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000 CCSS Math Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$16,000 CCSS Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$32,000 Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	ELD to support student learning.				Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500	Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100	Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100
		Implement tiers of intervention support for students in ELA and Math. 2. Implement tiers of intervention support for students in ELA and Math. 3. Implement tiers of intervention support for students in ELA and Math.	English Learners, Low Income 2. English Learners, Low Income 3. English Learners, Low Income		CCSS Implementation Coaches (ELA, math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000 Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	CCSS Implementation Coaches (ELA, math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000 Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	CCSS Implementation Coaches (ELA, math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000 Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.	State Priorities: (# 4) Student Achievement (# 8) Other Student Outcomes District Areas of Focus: Implement Common Core within a 21st Century Framework POUUSD Student	Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention. 2. Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention. 3. Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	English Learners, Low Income 2. English Learners, Low Income 3. English Learners, Low Income		Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800	Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800	Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Outcomes - *Personal Integrity *Productive Collaboration *Critical and Creative Thinking *Effective Communication *Reflective Learning *Citizenship and Global Responsibility *Resiliency and Drive				CCSS Implementation Coaches (ELA & Math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000	CCSS Implementation Coaches (ELA & Math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000	CCSS Implementation Coaches (ELA & Math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000
		Provide extended instructional time before and after school for students who need additional academic support in ELA and Math. 2. Provide extended instructional time before and after school for students who need additional academic support in ELA and Math. 3. Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	English Learners, Low Income 2. English Learners, Low Income 3. English Learners, Low Income		Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000
		Provide extended learning time for students during summer 2. Provide extended learning time for students during summer. 3. Provide extended learning time for students during summer.	English Learners, Low Income 2. English Learners, Low Income 3. English Learners, Low Income		Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Improve parent engagement.	State Priority: (# 3) Parent Involvement District Area of Focus: Improve stakeholder engagement.	Provide parent education through Community-Based Tutoring program, including English language support and strategies for supporting students in academic learning at home. 2. Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home. 3. Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	English Learners 2. English Learners 3. English Learners		Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000
		Provide parents with access to information related to academic interventions and English language development support. 2. Provide parents with access to information related to academic interventions and English language development support.	English Learners 2. English Learners 3. English Learners		Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Provide parents with access to information related to academic interventions and English language development support.					

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

Supplemental funding is projected at \$212,569 for 2014-2015 based on the unduplicated count of EL, low income and foster youth students attending Jack London Elementary School. These funds will be spent on Professional Development coaches in Common Core ELA, Math and Technology, other professional development for instructional staff, a music teacher, a teacher librarian, PE Technician time, a CBET-type program for EL families and after school and summer school programs including art and maker programs. Because this school has more than 40 percent unduplicated pupils, these programs are schoolwide.

- 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 District's proportionality percentage is 8.52%. The additional programs described in the LCAP include after school and summer school time. Students in grades 4 - 6 must attend school a minimum of 54,000 minutes annually. The projected after school time is 120 minutes per week for 35 weeks which equals 4,200 additional instructional minutes. The projected summer school time is 3,600 instructional minutes. These additional instructional minutes equal a 14.4% increase in instructional minutes. Unduplicated students are the target group for these additional programs. In addition, to assist unduplicated students, the counseling and outreach programs are being expanded.

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.