

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN 2014-1017

**LCAP Year 1: 2014-2015 // Date Approved by Board of Trustees: June 25, 2014
(Sections 3A and 3B edited per SCOE recommendation, July 28, 2014)**

The Local Control Accountability Plan (LCAP) presents the District's planned actions and expenditures to address identified needs and provide support for conditions of learning, pupil achievement, and engagement of students and parents. The LCAP consists of three sections:

Section 1: Stakeholder Engagement (starting on Page 4) - Describes the process used to engage parents, pupils, and other stakeholders and how this engagement contributed to developing the LCAP or annual update.

Table 1: Stakeholder Engagement and Impact on LCAP (starting on Page 6)

Section 2: Goals and Progress Indicators (starting on Page 9) - Identifies the District's needs, measurements, and annual goals, for all pupils and significant subgroups of pupils, for each state LCAP priority and local priorities. The LCAP will include an annual review of progress towards the goals and description of any changes to the goals.

Table 2a: Conditions of Learning (starting on Page 11)

Table 2b: Pupil Outcomes (starting on Page 21)

Table 2c: Engagement (starting on Page 30)

Section 3: Actions, Services, and Expenditures (starting on Page 36) - Describes the actions planned by the District to serve low-income, English learner and/or foster youth pupils, and pupils redesignated as fluent English proficient, in order to meet the goals identified in Section 2.

Table 3a: Goals, Actions/Services and Expenditures for Students at All Schools (starting on Page 37)

Table 3b: Actions and Services for Specific Student Populations (starting on Page 45)

Section 3A (starting on Page 56): Describes the District's increase in funds based on the number and concentration of low income, foster youth, and English learner pupils; and the plans to use these funds.

Section 3B (starting on Page 56): Describes how the services planned for low income pupils, foster youth, and English learners will increase or improve services for these pupils in proportion to the increase in supplemental funding provided by the state in the Local Control Funding Formula for such pupils.

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

Introduction:**LEA: WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT****Contact: Keller McDonald, Superintendent, kmcdonald.do@wscuhd.k12.ca.us, (707) 824-6412****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 an 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?

LCAP Section 1 Overview - West Sonoma County Union High School District

Students, parents and guardians (including parents and guardians of English learners, foster youth and low income students), community members, certificated employees, classified employees, and other stakeholders were engaged in developing the Local Control Accountability Plan. Surveys, mailings and meetings were used to involve stakeholders in providing input into developing the LCAP. Information for stakeholders to consider related to state and local priorities was included in the School Accountability Report Cards and presented at public meetings during the year. The means and timeline used to engage stakeholders are shown in the table, below, under "Involvement Process." Key ideas incorporated into the LCAP, and stakeholders that proposed these ideas, are shown in the table, below, under "Impact on LCAP." The draft LCAP was emailed to employees, Site Councils and other key stakeholders, and posted on the District website 5 days before the draft LCAP was discussed at the June 10 Board meeting to encourage stakeholder review of the draft. Based on input provided at the June 10, 2014 Board meeting, the District will engage school support groups (e.g. Booster groups, Foundations, etc.) in developing the LCAP in future.

Table 1: Stakeholder Involvement and Impact on LCAP

Involvement Process	Impact on LCAP
<p>The Superintendent presented an LCAP Engagement Plan to the School Board In March 2014, indicating the means and a timeline by which stakeholders would be engaged in the LCAP process.</p> <p>Engagement included:</p> <p><i>Certificated Staff</i></p> <ul style="list-style-type: none"> • “Supe’s On” informal meetings at school sites in March – April • Email survey conducted with WSCTA in April – May <p><i>West Sonoma County Teachers Association Leadership</i></p> <ul style="list-style-type: none"> • Meetings in April and May <p><i>Support Staff</i></p> <ul style="list-style-type: none"> • Email survey by CSEA in April – May <p><i>California School Employee Association Analy Area Chapter #172 Leadership</i></p> <ul style="list-style-type: none"> • Meeting in April <p><i>Confidential Staff / Supervisors and Administrators / Management</i></p> <ul style="list-style-type: none"> • Meetings in March, April and May <p><i>School Board</i></p> <ul style="list-style-type: none"> • Public Board meetings in March, April and May <p><i>Students</i></p> <ul style="list-style-type: none"> • Meetings with Leadership Classes in March and April <p><i>School Site Councils</i></p> <ul style="list-style-type: none"> • Meetings in April and May <p><i>Parents and Community</i></p> <ul style="list-style-type: none"> • Town Hall meetings • “Tiger Pause” meetings at Analy High • Analy High School Education Foundation leader meetings <p><i>English Learners Advisory Committees (ELACs)</i></p> <ul style="list-style-type: none"> • Meetings in April and May <p><i>District Foster Youth Advisory Group</i></p> <ul style="list-style-type: none"> • Survey mailed home and meeting in May 	<p>CONDITIONS OF LEARNING</p> <p>Facilities</p> <ul style="list-style-type: none"> • Increase Maintenance / Operations staff (CSEA, Administrators) • Invest general fund revenues to complete Measure I facility improvement projects (Parents, Board) <p>Implementation of Common Core Curriculum, Instruction and Assessment</p> <p>Instructional Materials</p> <ul style="list-style-type: none"> • Restore site discretionary funds at or above 2007-08 level (CSEA, Administrators) • Ensure continued support for agriculture education (Certificated Staff, Parents, Board, Administrators) • Provide standards-aligned textbooks (Students, Site Council, Certificated Staff, Board, Administrators / Management) <p>Professional Development</p> <ul style="list-style-type: none"> • Workshops, training and conferences (Certificated Staff, WSCTA, Board, Administrators) • Common Core teacher leaders (Certificated Staff, Administrators) • Beginning Teacher Support and Assessment (WSCTA, Administrators) <p>Technology</p> <ul style="list-style-type: none"> • Hardware and software (Students, Site Council, WSCTA, CSEA) • On-line instruction curriculum (Enrollment Strategies Committee, Board)

Involvement Process	Impact on LCAP
<p>In addition, LCAP stakeholder engagement occurred at two Town Hall public school board meetings in fall 2013 and winter 2014; five school board meetings in March, April and May; and three meetings of the District Enrollment Strategies Committee which included student, parent, community, and staff representatives.</p> <p>A draft of the 2014-2017 LCAP and draft District Budget for 2014-15 will be shared with all stakeholders at a public school board meeting on June 10, 2014. Public hearings on these items will also occur at this meeting.</p> <p>Before the School Board considers approval of the LCAP in late June, the final draft of the LCAP will be shared with the Parent Advisory Committees (School Site Councils) and English Learner Parent Committees (ELACs). Any questions or comments from the Parent Advisory Committees and English Learner Parent Committees will be responded to in writing by the Superintendent, and this information will be included in the information provided to the public when the School Board considers approval of the LCAP in late June. The LCAP and budget are scheduled for consideration of approval by the school board at the board meeting on June 25, 2014.</p>	<ul style="list-style-type: none"> • 21st Century Instructional Technology Coaches (Administrators) <p>Course Access</p> <ul style="list-style-type: none"> • Relevant, integrated curriculum: STEAM and Farm-to-Table Career Technical Education programs (Enrollment Strategies Committee, Parents) • Develop additional courses in future: Spanish for Spanish Speakers, AVID or similar course, Independent Living (Students, Certificated Staff, ELACs) <p>PUPIL OUTCOMES</p> <p>Pupil Achievement / Other Pupil Outcomes</p> <ul style="list-style-type: none"> • Open libraries before and after school (Students, Support Staff, ELACs) • After-school CAHSEE and academic tutoring (Students, Certificated Staff, ELACs, Administrators) • Support for students at risk / not at grade level to recover credits and get back on track to graduate (Certificated Staff, Administrators) • Alternatives to suspension and expulsion (e.g. restorative justice) (Board, Administrators) • Job and employment development for target population students (Students, Support Staff, Administrators) • Bilingual Paraeducators to support academic success of target population students (CSEA, Certificated Staff, Administrators) <p>ENGAGEMENT</p> <p>Parent Engagement</p> <ul style="list-style-type: none"> • Parent Portal Coaches (Parents, ELACs, Administrators) • School Messenger email and phone communications

Involvement Process	Impact on LCAP
	<p>(ELACs, Administrators)</p> <ul style="list-style-type: none">• Home language translation of written materials (ELACs)• Outreach to English learner parents and families (Enrollment Strategies Committee, ELACs, Board)• Site Council discretionary funds for parent and student engagement (Administrators) <p>Student Engagement</p> <ul style="list-style-type: none">• Bus transportation for target population students (ELACs, Administrators)• Late afternoon bus (after tutoring) for target population students (Students, ELACs, Administrators)• Field trips to SRJC and SSU to encourage students to seek higher education (Students, Site Councils, ELACs) <p>School Climate</p> <ul style="list-style-type: none">• Safe school / positive school climate support (Site Councils, ELACs, Administrators)• Safety shades and window tinting (Certificated Staff, Administrators)• Emergency preparation classroom kits (Certificated Staff, Administrators)

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?

LCAP Section 2 Overview - West Sonoma County Union High School District

The WSCUHSD LCAP includes annual goals for all pupils and each subgroup of pupils, for each state priority and related priorities identified by the District. The LCAP will be updated annually, including stakeholder input, a review of progress towards the goals and any changes to the goals. The cost of funding the activities planned to achieve the LCAP goals are reflected in the District budget. However, the District budget includes all of the District's activities and funding sources. District activities and funding sources not specifically focused on achieving the LCAP goals are included in the LCAP.

Table 2a: CONDITIONS OF LEARNING

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>FACILITIES Need: Provide high quality learning environment for students</p> <p>Metrics: Williams Complaints (2013-14) -No Williams facility complaints received</p> <p>Facilities Inspection Tool (FIT) -FIT results (2014)</p>		All	All		Continue to receive no Williams facility complaints	Continue to receive no Williams facility complaints	Continue to receive no Williams facility complaints	State Priority 1– Basic Conditions of Learning
	CL 1 Score 100% - Exemplary on FIT	All	Analy FIT: 100% - Exemplary El Molino FIT:		Schools will continue to receive "Exemplary" FIT	Schools will continue to receive "Exemplary"	Schools will continue to receive "Exemplary"	State Priority 1– Basic Conditions of Learning

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>give "exemplary" ratings for all schools</p> <p>District Facilities Master Plan - Measure I Facilities Project Funding and Timeline identifies projects from Facility Master Plan scheduled for completion by 2022</p> <p>INSTRUCTIONAL MATERIALS and TEXTBOOKS</p>	<p>CL 2 Achieve major facility improvement projects according to District project timeline</p>	<p>All</p>	<p>99.51% - Exemplary Laguna FIT: 99.48% - Exemplary</p> <p>All</p>	<p>ratings, with no FIT deficiencies</p> <p>School facilities will be improved according to District plan</p>	<p>FIT ratings, with no FIT deficiencies</p> <p>School facilities will be improved according to District plan</p>	<p>FIT ratings, with no FIT deficiencies</p> <p>School facilities will be improved according to District plan</p>	<p>State Priority 1– Basic Conditions of 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Updated textbooks, aligned with Common Core State Standards</p> <p>Metrics: Williams Complaints (2013-14) -No Williams textbook complaints received</p> <p>District Text Adoption Cycle -New standards aligned texts are planned for</p>	<p>CL 3 Students will have texts aligned to current state</p>	<p>All</p> <p>All</p>	<p>All</p> <p>All</p>	<p>Continue to receive no Williams textbook complaints</p> <p>Math I texts, aligned to Common Core</p>	<p>Continue to receive no Williams textbook complaints</p> <p>Math II, Health and CTE texts, aligned to Common Core / current state</p>	<p>Continue to receive no Williams textbook complaints</p> <p>Other Math, English, English Language Development,</p>	<p>State Priority 2–Implementation of State Standards</p> <p>State Priority 2–Implementation of State Standards</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
adoption during 2014-17 LCAP timeframe TEACHER CREDENTIALING AND ASSIGNMENT Need: Provide properly credentialed teachers for students in all subject areas Metric: Williams Complaints (2013-14) -No teacher misassignment	standards, according to District Text Adoption Cycle	All	All		standards	and Fine Arts texts, aligned to state standards	State Priority 1– Basic Conditions of Learning	
					Maintain no teacher misassignments	Maintain no teacher misassignments	Maintain no teacher misassignments	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
complaints received IMPLEMENTATION OF COMMON CORE STANDARDS Need: Provide curriculum, instruction and assessment in all subjects to all students based on Common Core standards Metrics: District Common Core Implementation	CL 4 Achieve District Common Core	All	All		-Professional Development: additional staff	-Professional Development: continued PD	-Professional Development: continued PD	State Priority 2-Implementation of State

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Plan (2013-14) -Professional Development (PD): All teachers have received PD -Technology: Adequate technology at all sites to do CCSS assessments -Textbooks: See Instructional Materials, above	State Standards Implementation Plan				development in Common Core curriculum, instructional and assessment -Technology: more Common Core technology at each site -Textbooks: see Instructional Materials, above	to implement Common Core -Technology: replacement of outdated equipment -Textbooks: see Instructional Materials, above	to implement Common Core -Technology: replacement of outdated equipment -Textbooks: see Instructional Materials, above	Standards
Smarter Balanced Assessment results -Results will not reported until	CL 5 Goal will be determined in 2015-16 based on spring 2015	To be determined	To be determined		N/A	To be determined	To be determined	State Priority 2-Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
spring 2015 testing COURSE ACCESS <i>Need:</i> Provide students access to courses that prepare students to graduate career and college ready <i>Metrics:</i> Number of students who do not have access to core curriculum in all areas required for graduation, (including English, math, social studies, science, visual and	exam results	All	All		Maintain "zero" students at all schools who do not have access to core curriculum in all areas required for graduation	Maintain "zero" students at all schools who do not have access to core curriculum in all areas required for graduation	Maintain "zero" students at all schools who do not have access to core curriculum in all areas required for graduation	State Priority 7– Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>performing arts, applied arts, career technical education, and PE) (2013-14) -Analy: 0 -El Molino: 0 -Laguna/CDS: 0</p> <p>Stakeholder Input -New courses recommended by Town Halls, students and Enrollment Strategies Committee</p> <p>% of CTE pathways with multi-course</p>	<p>CL 6 Create STEAM, Farm-to-Table and online / computer instruction options</p> <p>CL 7 All CTE pathways will</p>	<p>All</p> <p>All</p>	<p>All</p> <p>All</p>	<p>Increased satisfaction of students and other stakeholders regarding courses offered</p> <p>Multi-course sequences and capstone</p>	<p>Increased satisfaction of students and other stakeholders regarding courses offered</p> <p>Multi-course sequences and capstone</p>	<p>Increased satisfaction of students and other stakeholders regarding courses offered</p> <p>Multi-course sequences and capstone</p>	<p>State Priority 7– Course Access</p> <p>State Priority 7– Course Access</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>sequences and capstone curriculum (2013-14) -Analy: 85% (7 Of 8) -El Molino: 100% (7 or 7) -Laguna/CDS: 0% (0 of 2)</p> <p>A-G Completion Rate (spring 2013) -Analy Total: 50.5% White: 52.1% Hispanic: 36.1% Econ.Disad.: 29.2% -El Molino Total: 28.6% White: 31.3% Hispanic: 18.8%</p>	<p>have multi-course sequences with a capstone curriculum</p> <p>CL 8 A-G Completion Rate at comprehensive high schools will meet or exceed state rate</p>	<p>-Econ. Disadvan.</p> <p>-All -Hispanic -White -Econ. Disadvan.</p>	<p>-Analy</p> <p>-El Molino</p>	<p>curriculum will be developed for all CTE pathways at all schools</p> <p>A-G Completion Rate will increase \geq5% or meet state rate for total and significant subgroups</p>	<p>curriculum implemented so that 100% of CTE pathways at all schools meet goal</p> <p>A-G Completion Rate will increase \geq5% or meet state rate for total and significant subgroups</p>	<p>curriculum implemented so that 100% of CTE pathways at all schools meet goal</p> <p>A-G Completion Rate will increase \geq5% or meet state rate for total and significant subgroups</p>	<p>State Priority 7– Course Access</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Econ.Disad.: 16.9% -Laguna/CDS: N/A -State: Total: 39.4% White: 35.9% Hispanic: 20.8% Econ.Disad.: 30.3%</p> <p>100% of students with identified disabilities receiving employment development services (spring 2014, estimate) -District: 85%</p>	<p>CL 9 100% of students with disabilities will receive employment development services</p>	<p>Disabled students</p>	<p>All</p>		<p>Employment development services will be extended to disabled foster youth previously not served</p>	<p>Same as Year 1</p>	<p>Same as Year 1</p>	<p>State Priority 7– Course Access</p>

Table 2b: PUPIL OUTCOMES

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>PUPIL ACHIEVEMENT Need: All students need to demonstrate achievement of performance standards</p> <p>Metrics: CAHSEE Math Pass Rate (2012-13, Gd. 10, all exam dates combined) -Analy: 92% -El Molino: 90% -Laguna/CDS: 50% -State: 84%</p>								
CAHSEE ELA Pass	PO 1 CAHSEE Math pass rate for each school will meet or exceed state rate	All	All		CAHSEE Math Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	CAHSEE Math Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	CAHSEE Math Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	State Priority 4– Pupil Achievement
	PO 2	All	All		Grade 10	Grade 10	Grade 10	State Priority 4–

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Rate (2012-13, Gd. 10, all exam dates combined) -Analy: 93% -El Molino: 89% -Laguna/CDS: 62% -State: 83%	Grade 10 CAHSEE ELA pass rate for each school will meet or exceed state rate	All	All		CAHSEE ELA Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	CAHSEE ELA Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	CAHSEE ELA Pass Rate will increase 6% at Laguna and exceed state rate at Analy and El Molino	Pupil Achievement
Williams Complaints (2013-14) -No Williams complaints regarding CAHSEE support service received		All	All		Continue to receive no Williams CAHSEE support complaints	Continue to receive no Williams CAHSEE support complaints	Continue to receive no Williams CAHSEE support complaints	State Priority 4– Pupil Achievement
4-Year Cohort Graduation Rate (2012-13) -District: 91.7% -Analy: 97.7%	PO 3 100% 4-Year Graduation Rate at each school	All	Analy and El Molino		Graduation Rate will increase \geq1% or meet 100%	Graduation Rate will increase \geq1% or meet 100%	Graduation Rate will increase \geq1% or meet 100%	State Priority 5– Pupil 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
-El Molino: 94.7% -Laguna: N/A -State: 80.2% LCAP Subgroups 4-Year Cohort Graduation Rates (2012-13) -District: 91.7% -English Learners: 88.9% -Foster Youth: Not available -Economically Disadvantaged: 83.8% -St. w/ Disabilities: 80.8%	PO 4 LCAP Subgroup graduation rates will meet or exceed District rate	English Learners, Econ. Disadvan., St. w/ Disabilities	All		LCAP Subgroup graduation rates will increase \geq2% or meet District rate	LCAP Subgroup graduation rates will increase \geq2% or meet District rate	LCAP Subgroup graduation rates will increase \geq2% or meet District rate	State Priority 5– Pupil Engagement
Cohort Dropout Rate (2012-13) -District: 5.2% -Analy: 0.6%	PO 5 0% Dropout Rate at each school	All	All		Dropout Rate will decrease \geq0.3% or meet 0%	Dropout Rate will decrease \geq0.3% or meet 0%	Dropout Rate will decrease \geq0.3% or meet 0%	State Priority 5– Pupil 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-El Molino: 3.7%</p> <p>-Laguna/CDS: N/A</p> <p>-State: 11.6%</p> <p>LCAP Subgroup Dropout Rate (2012-13)</p> <p>-District: 5.2%</p> <p>-English Learners: 3.7%</p> <p>-Foster Youth: Not available</p> <p>-Economically Disadvantaged: 9.8%</p> <p>-St. w/ Disabilities: 9.6%</p> <p>Smarter Balanced Assessments</p> <p>-Results will not reported until</p>	<p>PO 6</p> <p>LCAP Subgroup dropout rates will meet or be less than District rate</p>	<p>English Learners, Econ. Disadvan., St. w/ Disabilities</p>	<p>All</p>		<p>LCAP Subgroup dropout rates will decrease $\geq 2\%$ or meet District rate</p>	<p>LCAP Subgroup dropout rates will decrease $\geq 2\%$ or meet District rate</p>	<p>LCAP Subgroup dropout rates will decrease $\geq 2\%$ or meet District rate</p>	<p>State Priority 5– Pupil Engagement</p>
	<p>PO 7</p> <p>Goal will be determined in 2015-16 based on spring 2015</p>	<p>To be determined</p>	<p>To be determined</p>		<p>N/A</p>	<p>To be determined</p>	<p>To be determined</p>	<p>State Priority 4– Pupil Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
spring 2015 testing Academic Performance Index (API) Growth Targets Met? (2013) -District: (810) N/A -Analy (833) Schoolwide -Yes Hispanic – Yes White – Yes Econ. Disad. – Yes EL – N/A -El Molino (791) Schoolwide – No Hispanic – Yes White – Yes Econ. Disad. – Yes EL – N/A -Laguna (599)	exam results PO 8 Each school will meet annual API Growth Targets (schoolwide and significant subgroups)	-All -Hispanic -White -Econ. Disad.	All		Schools will meet state annual API growth target	Schools will meet state annual API growth target	Schools will meet state annual API growth target	State Priority 4– Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Schoolwide – No Subgroups – N/A								
English Learners % Met Annual CELDT Criterion (2013-14) -District: 33% -Analy: 36% -El Molino: 28% -Laguna: N/A -State: 39%	PO 9 % meeting CELDT Criterion will exceed state rate	English Learners	All		% meeting CELDT Criterion will increase $\geq 1\%$ or exceed state rate	% meeting CELDT Criterion will increase $\geq 1\%$ or exceed state rate	% meeting CELDT Criterion will increase $\geq 1\%$ or exceed state rate	State Priority 4– Pupil Achievement
% of English Learners Redesignated Fluent English Proficient (2012-13) -District: 27% -Analy: 50% -El Molino: 24% -Laguna: 0%	PO 10 % of English learners redesignated Fluent English Proficient at each school will exceed state average	English Learners	All		% of ELs redesignated Fluent Proficient will increase $\geq 6\%$ at Laguna and exceed state average at Analy and El	% of ELs redesignated Fluent Proficient will increase $\geq 6\%$ at Laguna and exceed state average at Analy and El	% of ELs redesignated Fluent Proficient will exceed state average at each school	State Priority 4– Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
-State 12.2%								
<p>% of all grade 11 and 12 students taking Advanced Placement exams (2011-12) -Analy: 30.4% -El Molino: 28.3% -Laguna: N/A -State: 28.8%</p>	<p>PO 11 % of all grade 11 and 12 students taking Advanced Placement exams will meet or exceed state rate</p>	All	Analy and El Molino		Molino	Molino	% of all grade 11 and 12 students taking Advanced Placement exams will meet state rate	State Priority 4–Pupil Achievement
<p>% of Advanced Placement exam test scores \geq 3 (2011-12) -Analy: 81.6% -El Molino: 78.5% -Laguna: N/A -State: 58.9%</p>		All	Analy and El Molino		% of Advanced Placement test scores \geq 3 will continue to exceed state rate	% of Advanced Placement test scores \geq 3 will continue to exceed state rate	% of Advanced Placement test scores \geq 3 will continue to exceed state rate	State Priority 4–Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)															
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17																
<p>Early Assessment Program % tested "Ready" (CSU Chancellor report 2012-13)</p> <table border="0"> <tr> <td></td> <td><u>ELA</u></td> <td><u>Math</u></td> </tr> <tr> <td>Analy</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>El Molino</td> <td>21%</td> <td>20%</td> </tr> <tr> <td>Laguna</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>State</td> <td>23%</td> <td>14%</td> </tr> </table> <p>OTHER PUPIL OUTCOMES Need: All students are physically fit as part of overall personal health</p> <p>Metric: California Physical Fitness Test , % of grade</p>		<u>ELA</u>	<u>Math</u>	Analy	36%	36%	El Molino	21%	20%	Laguna	N/A	N/A	State	23%	14%		All	Analy and El Molino		Early Assessment Program % tested "Ready" will continue to exceed state rate	Early Assessment Program % tested "Ready" will continue to exceed state rate	Early Assessment Program % tested "Ready" will continue to exceed state rate	State Priority 4– Pupil Achievement
	<u>ELA</u>	<u>Math</u>																					
Analy	36%	36%																					
El Molino	21%	20%																					
Laguna	N/A	N/A																					
State	23%	14%																					
		All	Analy and El Molino (no grade 9 at Laguna)		% of grade 9 scoring in 6 of 6 Healthy Fitness Zones	% of grade 9 scoring in 6 of 6 Healthy Fitness Zones	% of grade 9 scoring in 6 of 6 Healthy Fitness Zones	State Priority 4– Pupil Achievement															

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
9 scoring in 6 of 6 Healthy Fitness Zones (2013) -State: 36.5% -District: 59.3% -Analy: 63.1% -El Molino: 47.5% -Laguna: N/A					will continue to exceed state rate	will continue to exceed state rate	will continue to exceed state rate	

Table 2c: 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Parents need to be involved and have input in decision-making</p> <p>Metrics: During LCAP engagement with Site Councils and ELACs, parents indicated high level of need for additional efforts to promote parent input and participation in programs for English learners, foster youth and economically</p>	E 1 Parents will feel their input and participation is encouraged, supported and valued	All	All		During stakeholder engagement of annual update, parents will express increased satisfaction with opportunities for parent input and participation	Same as Year 1	Same as Year 1	State Priority 3 – Parent Involvement and Input

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>disadvantaged students</p> <p><i>Need:</i> Students are engaged with their education and pursuing career and college readiness</p> <p><i>Metrics:</i> Actual Attendance Rates (P2 ADA 2013-14) -Analy: 96.25% -El Molino: 95.03% -Laguna: N/A -State: ~92%</p>		All	Analy and El Molino		Actual Attendance Rates will continue to exceed 94%	Actual Attendance Rates will continue to exceed 94%	Actual Attendance Rates will continue to exceed 94%	State Priority 5 – Pupil Engagement
<p>Chronic Absenteeism /</p>	E 2 School rates	All	Laguna		10% reduction in	10% reduction in	10% reduction in	State Priority 5 – Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Truancy Rate (2012-13) -Analy: 3.25% -El Molino: 2.53% -Laguna: 57.78% -District: 6.37% -State: 29.28%	of chronic absenteeism / truancy will not exceed state rate	All	-El Molino		truancy rate from previous year	truancy rate from previous year	truancy rate from previous year	Engagement
Suspension and Expulsion Rates (2012-13) -Analy Suspensions: 4.1% Expulsions: .001% -El Molino Suspensions: 4.9% Expulsions: 1% -Laguna: Suspensions: 14.1% Expulsions: 4% -District Suspensions: 4.9% Expulsions: 0.006%	E 3 School rates of suspension and expulsion will not exceed District rates	All	-El Molino -Laguna		El Molino expulsion rate will decrease $\geq 0.5\%$ Laguna suspension rate will decrease $\geq 5\%$ and expulsion rate will decrease $\geq 2\%$	School rates of suspension and expulsion will not exceed District rates	School rates of suspension and expulsion will not exceed District rates	State Priority 5 – Pupil 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>California Healthy Kids Survey Selected Indicators (2011-12 District-wide, compared to 2007 state)</p> <p>-School Safety Measure: "How safe to you feel when you are at school? Very safe."</p> <p><u>Gd. 9 Gd. 11</u> District 72% 62% State 34% 39%</p> <p>-School Protective Factors - Total</p> <p><u>Gd. 9 Gd. 11</u> District 37% 39% State 27% 28%</p>		All	All		California Healthy Kids Survey Selected Indicators will score at or above state levels	California Healthy Kids Survey Selected Indicators will score at or above state levels	California Healthy Kids Survey Selected Indicators will score at or above state levels	State Priority 6-School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>-School Connectedness Scale Gd. 9 Gd. 11 District 72% 62% State 34% 31%</p> <p>Student Participation in interscholastic sports or other school-sponsored extracurricular physical activity program (2011-12) Boys Girls Analy 54% 48% El Molin. 54% 45% Laguna 0% 0% (CDC healthy school indicator 50% 50%)</p> <p>Stakeholder</p>	<p>E 4 > 50% of boys and > 50% of girls will participate in interscholastic sports or other school sponsored physical activity annually</p>	<p>All</p>	<p>All</p>	<p>Participation of both boys and girls will increase $\geq 2\%$ or exceed CDC healthy school indicator of 50% participation of both boys and girls</p>	<p>Same as Year 1</p> <p>Continue as Year 1</p>	<p>Same as Year 1</p>	<p>State Priority 6-School Climate</p>	
	E 5	All	All	During	Same as Year	Same as Year	State Priority 6-	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>satisfaction with classroom safety and security Major items identified in stakeholder engagement: -Safety window treatments -Classroom emergency prep kits</p>	<p>Stakeholders will feel safe and secure at school</p>				<p>stakeholder annual update engagement, stakeholders will express satisfaction with adequacy of classroom safety and security</p>	1	1	School Climate

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?

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.

TABLE 3a: GOALS, ACTIONS/SERVICES AND EXPENDITURES FOR STUDENTS AT ALL SCHOOLS

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
CL 1 Score 100% - Exemplary on FIT	State Priority 1- Basic Conditions of Learning	Provide grounds, custodial and maintenance services	District-wide		\$1,600K general funds (increase of \$120K from 2013-14) for staffing, goods and services	Same as Year 1	Same as Year 1
CL 2 Achieve major facility improvement projects according to District project timeline	State Priority 1 - Basic Conditions of Learning	Plan and construct major facility improvement projects	District-wide		\$2,000K state facility funds, construction bonds, and developer fees for goods and services	\$3,000K construction bonds and developer fees for goods and services	\$7,000 construction bonds and developer fees for goods and services
CL 3 Students will have texts aligned to current state standards,	State Priority 2 - Implementation of State Standards	Adopt and purchase standards-aligned texts	District-wide		\$80K Common Core Implementation state grant for instructional materials	\$210K general funds for instructional materials	\$180K general funds for instructional materials

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
according to District Text Adoption Cycle							
CL 4 Achieve District Common Core State Standards Implementation Plan	State Priority 2 - Implementation of State Standards	Provide technology and staff development (including Technology Coaches and BTSA) to implement Common Core State Standards	District-wide		-\$150K for technology and \$72K for staff development from state Common Core Implementation grant -\$29K federal Title II for staff development -\$34K general funds for BTSA	-\$23K Title II federal staff development funds -\$34K general funds for BTSA	-\$23K Title II federal staff development funds -\$34K general funds for BTSA
CL 5 Goal will be determined in 2015-16 based on spring 2015 exam results	State Priority 2 - Implementation of State Standards	To be determined In 2015-16	To be determined in 2015-16		N/A	To be determined	To be determined
CL 6 Create STEAM, Farm-to-Table and online / computer instruction options	State Priority 7 - Course Access	-Farm-to-Table teaching section -STEAM staff development -Computer software and online course fees	District-wide		-\$15K general funds Farm to Table teaching section -\$9K Title II staff development	To be determined	To be determined

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					-\$15K general funds for computer-aided instruction		
CL 7 All CTE pathways will have multi-course sequences with a capstone curriculum	State Priority 7 - Course Access	Curriculum development and staff development	District-wide		\$4K general fund for curriculum and staff development	\$2K general fund for curriculum and staff development	\$1K general fund for curriculum and staff development
CL 8 A-G Completion Rate at comprehensive high schools will meet or exceed state rate	State Priority 7 - Course Access	-Provide library staff time -Provide library materials -Field trips to SRJC and SSU (see E 1, below) -(See Table 3b for added support for student	-Analy and El Molino -All -All		-\$137K general fund (increase of \$14K from 2013-14) -(\$3K general funds (\$3K added to site discretionary funds for 2014-15) -General funds allocated to Site Councils for field trips (see E 1, below)	-Same as Year 1, plus see PO 4, below	-Same as Year 1, plus see PO 4, below

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		subgroups)					
CL 9 100% of students with disabilities will receive employment development services	State Priority 7 - Course Access	Transition Partnership Program services	All		\$52K District match from staffing (see Table 3b for added support for student subgroups)	Same as Year 1	Same as Year 1
PO 1 CAHSEE Math pass rate for each school will meet or exceed state rate	State Priority 4 - Pupil Achievement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		(See Table 3b for added support for student subgroups)	Same as Year 1	Same as Year 1
PO 2 Grade 10 CAHSEE ELA pass rate for each school will meet or exceed state rate	State Priority 4 - Pupil Achievement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		(See Table 3b for added support for student subgroups)	See PO 1, above	See PO 1, above
PO 3 100% 4-Year Graduation Rate, career and college ready, at each school	State Priority 5 - Pupil Engagement	-Credit make-up (Summer School and after-school) -(See Table 3b for added support for student subgroups)	-District-wide all students		-\$85K general funds for summer school	-Same as Year 1 (See Table 3b for added support for student subgroups)	-Same as Year 2 (See Table 3b for added support for student subgroups)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
PO 4 LCAP Subgroup graduation rates will meet or exceed District rate	State Priority 5 - Pupil Engagement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		N/A	(See Table 3b for added support for student subgroups)	Same as Year 2
PO 5 0% Dropout Rate at each school	State Priority 5 - Pupil Engagement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		See PO 1, above	See PO 1, above	See PO 1, above
PO 6 LCAP subgroup dropout rates will meet or be less than District rate	State Priority 5 - Pupil Engagement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		See PO 1, above	See PO 1, above	See PO 1, above
PO 7 Goal will be determined in 2015-16 based on spring 2015 exam results	State Priority 4 - Pupil Achievement	To be determined In 2015-16	To be determined In 2015-16		N/A	To be determined	To be determined
PO 8 Each school will meet annual API Growth Targets (both school-wide and subgroups)	State Priority 4 - Pupil Achievement	Provide support to school sites to manage and utilize student achievement data to improve instruction	District-wide		\$20K general funds for staffing	Same as Year 1	Same as Year 1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
PO 9 % meeting CELDT Criterion will exceed state rate	State Priority 4 - Pupil Achievement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		(See Table 3b for added support for student subgroups)	Same as Year 1	Same as Year 1
PO 10 % of English Learners redesignated Fluent English Proficient at each school will exceed state average	State Priority 4 - Pupil Achievement	(See Table 3b for added support for student subgroups)	(See Table 3b for added support for student subgroups)		(See Table 3b for added support for student subgroups)	Same as Year 1	Same as Year 1
PO 11 % of all grade 11 and 12 students taking Advanced Placement exams will meet or exceed state rate	State Priority 4 - Pupil Achievement	Teachers, Counselors and Administrators will encourage students to enroll in AP classes currently offered	El Molino school-wide		-\$0 general funds -\$0 supplemental funds	Same as Year 1	Same as Year 1
E 1 Parents will feel their input and participation is encouraged, supported and	State Priority 3 - Parent Involvement and Input	-Parent Portal Coaches -School Messenger	District-wide		-\$2.25K general funds Parent Portal Coaches -\$6K general funds School Messenger	-\$0 Portal Coaches -\$6K general funds School Messenger	-\$0 Portal Coaches -\$6K general funds School Messenger

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
valued		(See Table 3b for added support for student subgroups) -Activities initiated by Site Council to support E 1 (parent / student engagement (See Table 3b, CL 8 and E 2, for added support for student subgroups) -Outreach to engage parents and community			(See Table 3b for added support for student subgroups) -\$24K general funds for (E 1 and E 2), plus See Table 3b for funds allocated to Site Councils @ \$16 per ADA -\$40K general funds	Same as Year 1 -\$40K general funds	Same as Year 1 -\$0K for outreach
E 2 School rates of chronic absenteeism / truancy will not exceed state rate	State Priority 5 – Pupil Engagement	Activities initiated by Site Council to increase student engagement and reduce truancy (see E 1, above)	District-wide		See E 1, above	Same as Year 1	Same as Year 1
E 3 School rates of suspension and	State Priority 5 - Pupil Engagement	Provide restorative justice services	(See Table 3b, CL 8 and E 2, for added support for		(See Table 3b, CL 8 and E 2, for added support	To be determined	To be determined

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
expulsion will not exceed District rates			student subgroups)		for student subgroups)		
E 4 > 50% of boys and > 50% of girls will participate in interscholastic sports or other school sponsored physical activity annually	State Priority 6 – School Climate	Provide interscholastic sports and extracurricular physical activities	District-wide		~\$100K general funds	Same as Year 1	Same as Year 1
E 5 Stakeholders will feel safe and secure at school regarding window treatments and classroom emergency kits	State Priority 6 - School Climate	-Provide adequate window shades and tinting -Provide adequate classroom emergency kits	District-wide		-\$18K general funds for window treatment -\$25K emergency kits and supplies	N/A	N/A

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.

TABLE 3b: ACTIONS, SERVICES AND EXPENDITURES FOR SPECIFIC STUDENT POPULATIONS

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
-CL 8 / A-G Completion Rate, and -PO 4 / subgroup grad rate will meet or exceed District rate	-State Priority 7 - Course Access -State Priority 5 - Pupil Engagement	FOR LOW INCOME PUPILS: Add AVID in Year 2	At Analy		N/A	\$15K supplementary funds	Same as Year 2
-PO 1 / CAHSEE Math pass rate will meet or exceed state	-State Priority 4 - Pupil Achievement	-Additional library staff time -After-school tutoring -Bus passes (all schools)	-District-wide -District-wide -District-wide		-\$12K supplemental funds -\$35K supplemental funds	Same as Year 1	Same as Year 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
rate, and -PO 2 / CAHSEE ELA pass rate will meet or exceed state rate, and -PO 5 / 0% dropout rate at each school, and PO 6 / Subgroup dropout rates will meet or be less than District rate	-State Priority 4 - Pupil Achievement -State Priority 5 – Pupil Engagement -State Priority 5 – Pupil Engagement	-After-tutoring bus (El Molino)	-El Molino (subgroups)		-\$30K supplemental funds -\$12K supplemental funds		
PO 3 / 100% 4-year graduation rate, career and college ready, at each school	State Priority 5 – Pupil Engagement	-EL and special population intervention classes -Intensive monitoring, guidance and support for	District-wide		\$240K supplemental funds for 5 EL and 8 intervention classes	-Same as Year 1 -\$160K supplemental funds for guidance -\$70K supplemental funds for 4	Same as Year 2

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
E 1 / Parents will feel input and participation encouraged, supported and valued -E 3 / School rates of suspension and expulsion will not exceed District rates	State Priority 3 – Parent Involvement and Input State Priority 5 - Pupil Engagement	graduation Activities initiated by Site Council to support parent engagement Restorative justice	District-wide Laguna school-wide		\$10.5 supplemental funds \$15K supplemental funds	additional intervention classes at Analy Same as Year 1 To be determined	Same as Year 1 To be determined
-CL 8 / A-G Completion Rate, and -PO 4 / subgroup grad rate will meet or	-State Priority 7 - Course Access -State Priority 5 - Pupil Engagement	FOR ENGLISH LEARNERS: Add AVID in Year 2	At Analy		N/A	\$15K supplemental funds	Same as Year 2

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>exceed District rate</p> <p>-PO 1 / CAHSEE Math pass rate will meet or exceed state rate, and</p> <p>-PO 2 / CAHSEE ELA pass rate will meet or exceed state rate, and</p> <p>-PO 5 / 0% dropout rate at each school, and</p> <p>PO 6 / Subgroup dropout rates will meet or be less than District rate</p>	<p>-State Priority 4 - Pupil Achievement</p> <p>-State Priority 4 - Pupil Achievement</p> <p>-State Priority 5 – Pupil Engagement</p> <p>-State Priority 5 – Pupil Engagement</p>	<p>-Additional library staff time</p> <p>-After-school tutoring</p> <p>-Bus passes (all schools)</p> <p>-After-tutoring bus (El Molino)</p>	<p>-District-wide</p> <p>-District-wide</p> <p>-District-wide</p> <p>-El Molino (subgroups)</p>		<p>-\$12K supplemental funds</p> <p>-\$35K supplemental funds</p> <p>-\$30K supplemental funds</p> <p>-\$12K supplemental funds</p>	Same as Year 1	Same as Year 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
PO 3 / 100% 4-year graduation rate, career and college ready, at each school	State Priority 5 – Pupil Engagement	-EL and special population intervention classes -Intensive monitoring, guidance and support for graduation	District-wide		\$240K supplemental funds for 5 EL and 8 intervention classes	-Same as Year 1 -\$160K supplemental funds for guidance -\$70K supplemental funds for 4 additional intervention classes at Analy	Same as Year 2
PO 9 / % meeting CELDT Criterion will exceed state rate	State Priority 4 - Pupil Achievement	Increase support to two 6-hour Bilingual Paraeducators	Analy and El Molino		\$70K supplemental funds	Same as Year 1	Same as Year 1
PO 10 / % EL redesignated Fluent English Proficient at each school will exceed state rate	State Priority 4 – Pupil Achievement	Increase support of a 5-hour Bilingual Paraeducator	Laguna English learners		\$20K supplemental funds	Same as Year 1	Same as Year 1
E 1 / Parents	State Priority 3 –	Activities initiated	District-wide		\$10.5K	-Same as Year 1	-Same as Year 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
will feel input and participation encouraged, supported and valued	Parent Involvement and Input	by Site Council to support parent engagement -EL Coordinator / Outreach stipends -Home language translations			supplemental funds -\$6.5K supplemental funds English Learner Coordinators	-Same as Year 1	-Same as Year 1
E 3 / School rates of suspension and expulsion will not exceed District rates	State Priority 5 - Pupil Engagement	Restorative justice	Laguna school-wide		-\$8K supplemental funds translations \$15K supplemental funds	-Same as Year 1 To be determined	-Same as Year 1 To be determined
-CL 8 / A-G Completion Rate, and -PO 4 / subgroup	-State Priority 7 - Course Access -State Priority 5 - Pupil	FOR FOSTER YOUTH: Add AVID in Year 2	At Analy		N/A	\$15K supplemental funds	Same as Year 2

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
grad rate will meet or exceed District rate	Engagement						
-CL 9 / employment development services	-State Priority 7 – Course Access	Employment development services (Transition Partnership Program)	District-wide		\$35K supplemental funds	Same as Year 1	Same as Year 1
-PO 1 / CAHSEE Math pass rate will meet or exceed state rate, and	-State Priority 4 - Pupil Achievement	-Additional library staff time -After-school tutoring -Bus passes (all schools) -After-tutoring bus (El Molino)	-District-wide -District-wide -District-wide -El Molino (subgroups)		-\$12K supplemental funds -\$35K supplemental funds -\$30K supplemental funds -\$12K supplemental funds	Same as Year 1	Same as Year 1
-PO 2 / CAHSEE ELA pass rate will meet or exceed state rate, and	-State Priority 4 - Pupil Achievement						
-PO 5 / 0% dropout rate at each	-State Priority 5 – Pupil Engagement						

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
school, and PO 6 / Subgroup dropout rates will meet or be less than District rate	-State Priority 5 – Pupil Engagement						
PO 3 / 100% 4-year graduation rate, career and college ready, at each school	State Priority 5 – Pupil Engagement	-EL and special population intervention classes -Intensive monitoring, guidance and support for graduation	District-wide		\$240K supplemental funds for 5 EL and 8 intervention classes	-Same as Year 1 -\$160K supplemental funds for guidance -\$70K supplemental funds for 4 additional intervention classes at Analy	Same as Year 2
E 1 / Parents will feel input and participation encouraged, supported and valued	State Priority 3 – Parent Involvement and Input	Activities initiated by Site Council to support parent engagement	District-wide		\$10.5K supplemental funds	Same as Year 1	Same as Year 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
E 3 / School rates of suspension and expulsion will not exceed District rates	State Priority 5 - Pupil Engagement	Restorative justice	Laguna school-wide		\$15K supplemental funds	To be determined	To be determined
-CL 8 / A-G Completion Rate, and -PO 4 / subgroup grad rate will meet or exceed District rate	-State Priority 7 - Course Access -State Priority 5 - Pupil Engagement	FOR REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS: Add AVID in Year 2	At Analy		N/A	\$15K supplementary funds	Same as Year 2
-PO 1 / CAHSEE Math pass rate will meet or exceed state	-State Priority 4 - Pupil Achievement	-Additional library staff time -After-school tutoring -Bus passes (all	-District-wide -District-wide -District-wide		-\$12K supplemental funds -\$35K supplemental funds	Same as Year 1	Same as Year 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
rate, and -PO 2 / CAHSEE ELA pass rate will meet or exceed state rate, and -PO 5 / 0% dropout rate at each school, and PO 6 / Subgroup dropout rates will meet or be less than District rate	-State Priority 4 - Pupil Achievement -State Priority 5 – Pupil Engagement -State Priority 5 – Pupil Engagement	schools) -After-tutoring bus (El Molino)	-El Molino (subgroups)		-\$30K supplemental funds -\$12K supplemental funds		
-PO 3 / 100% 4-year graduation rate, career and college ready, at each school	State Priority 5 – Pupil Engagement	-EL and special population intervention classes -Intensive monitoring, guidance and support for	District-wide		\$240K supplemental funds for 5 EL and 8 intervention classes	-Same as Year 1 -\$160K supplemental funds for guidance -\$70K supplemental funds for 4	Same as Year 2

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
E 1 / Parents will feel input and participation encouraged, supported and valued	State Priority 3 – Parent Involvement and Input	graduation Activities initiated by Site Council to support parent engagement	District-wide		\$10.5 supplemental funds	additional intervention classes at Analy Same as Year 1	Same as Year 1
E 3 / School rates of suspension and expulsion will not exceed District rates	State Priority 5 - Pupil Engagement	Restorative justice	Laguna school-wide		\$15K supplemental funds	To be determined	To be determined

A. 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.)

Using the LCFF Calculator provided by FCMAT (v. 15.2), the increase of funds for the 2014-15 fiscal year calculates to \$421,872, based on an LCFF average daily attendance of 2040.67 students, with 25.44% unduplicated population students and a 28.05% Gap funding rate. On census day Fall 2013, West Sonoma County Union School District reported a total enrollment of 2,122 students. Unduplicated counts for low income, English learners, and foster youth totaled 540 students district-wide, or 25.44% of enrollment. Unduplicated population enrollment by school was: Analy High School 18.7% (256 students), El Molino High School 36.4% (220 students), and Laguna High School 58.6% (51 students). Laguna is the only school that will use supplemental funds on a school-wide basis.

In the LCAP year (2014-15) the District has budgeted \$494,000. This amount exceeds the required 2.77% (\$421,872) in expenditures for low income pupils, foster youth and English learners, as described in the previous sections of the LCAP.

Listed below are details of the additional and continuing supplementary services targeting the unduplicated pupil populations at all campuses, included in the 2014-15 proposed District budget. These services are in excess of the minimum dollar amount of \$421,872 and calculate to show an increase of 3.24% in services to unduplicated pupil populations. The goals and outcomes of these additional supplementary services are included in previous sections of the LCAP.

A recap of supplementary services to unduplicated students follows:

• Increase library services	\$12K
• Teaching sections (5 EL, 8 intervention)	\$240K
• After school tutoring	\$35K
• Transportation to support student engagement	\$42K
• Activities to support parent and student engagement	\$10.5K
• Restorative justice services	\$15K
• Employment development services	\$35K
• Bilingual Paraeducators	\$90K
• English Learner Coordinators to provide outreach	\$6.5K
• Home language translations	<u>\$8K</u>
TOTAL	\$494K

- B. 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.

Total District's LCFF Phase-in Entitlement for 2014-15 is \$15,664,913. Of this total entitlement, \$15,243,041 is Base Funding and \$421,872 is the estimated Supplemental Grant funding for 2014-15. Supplemental Grant funding divided by the Base funding calculates to the 2.77% minimum proportionality percentage. The District must demonstrate that it is spending the minimum funding received (\$421,872) or it has increased services to unduplicated students by 2.77%.

Listed above are details of the additional and continuing supplementary services targeting the unduplicated pupil populations at all campuses, included in the 2014-15 proposed District budget. These services are in excess of the minimum dollar amount of \$421,872 and calculate to show an increase of 3.24% in services to unduplicated pupil populations. The goals and outcomes of these additional supplementary services are included in previous sections of the LCAP.

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.