

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

Introduction:

LEA: Evergreen School District

Contact: Dan Deguara, Assistant Superintendent, ddegua@eesd.org, 408-270-6831

LCAP Year: 2014 - 2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>On August 26, 2013 a representative group of stakeholders from the Evergreen School District convened for our district's annual Strategic Planning meeting. In this facilitated work session, the stakeholders used the protocol "SWOT Analysis" to identify perceptions of district strengths and accomplishments, what are the challenges and weaknesses, and what external and internal factors or trends may impact the district. After the analysis, our stakeholders revisited and revised if needed, the mission statement, vision statement, core values, and the three-year district strategic goals to ensure their alignment with our current conditions. These district Strategic Plan Goals are now the goals that we have used to establish our goals for this LCAP.</p> <p>Understanding the impact and intent of the LCAP, in December our district leadership began consulting with WestEd as a thought partner, the Evergreen Teacher Association leadership and a representative group of teachers, the California School Employees Association leadership, and began monthly reports on progress to the Evergreen District Board of Trustees at their meetings. Evergreen's work on plan</p>	<p>The stakeholder groups identified student outcomes that aligned with the district strategic plan goals and the eight state priorities. The LCAP District Leadership Coordinating Team (DLCT) synthesized the input into student outcomes that will be the focus of the LCAP:</p> <p>Goal #1 – Promote achievement for all students in a rigorous 21st century learning environment of collaboration, communication, critical thinking, and creativity. Student outcomes:</p> <ul style="list-style-type: none"> • Students will increase their ability to use technology seamlessly as a tool for learning. • Students will read, write, apply, and articulate an understanding across content areas. • Students will use the 4 C's towards achieving grade level learning on the continuum of college and career readiness. • Students will demonstrate a mastery of literacy and mathematical foundational skills and apply them to real world scenarios. • Students will show an ownership of their learning, their communities, and themselves.

Involvement Process	Impact on LCAP
<p>development began in December with meetings with WestEd and Evergreen Teacher Association members and their leadership. District leadership team and administrators met with WestEd on January 17th, 2014, to provide an overview of the process, the LCAP legislation, associated Education Code, the eight state priorities, and to plan the first of three stakeholder Community Forums on February 4, 2014.</p> <p>Stakeholders were invited to our first LCAP Community Forum by school site newsletter notices, articles in the local newspaper The Evergreen Times, and 465 key stakeholders, such as, school PTA presidents and vice presidents, School Site Council Members, Migrant Ed parents, classified employees, administrators and Evergreen area community foundations' executive board members received personal invitations to attend.</p> <p>The first stakeholder Community Forum was held at LeyVa Middle School on February 4, 2014 from 6:30 to 8:00 p.m. The location and time allowed our Migrant Education parents to attend following their monthly meeting at LeyVa. Childcare was provided for parents that evening. All information written and verbal, has been translated into Spanish and Vietnamese for our stakeholders who had a primary language other than English.</p> <p>The target outcome for the first LCAP Community Forum was to provide an overview of LCFF and LCAP was provided, the process that our district would be using to develop the plan, and a presentation on the state priorities and district strategic plan goals. At the meeting, all 190 stakeholders were then asked to take part in an activity to provide targeted feedback. Stakeholders were provided with a copy of the eight state priorities and then asked to align the state priorities with the five district goals on charts that were posted around the room. After the alignment was complete our stakeholders then provided recommendations for student outcomes related to each of the five district strategic plan goals. All feedback from this forum is posted on the district website in English, Spanish and Vietnamese along with the PowerPoint.</p> <p>Our next forum on February 26, 2014 was designed to allow students to provide feedback on the goals related to their needs and allow them to provide recommendations. 38 students were a representative group from all subgroups and ethnicities, including students with disabilities and a foster youth, and were from all 18 schools in grades 4 – 8 attended. Students were asked to give feedback to six questions related to their experiences and the experiences of other students in the district. Students ran the meeting, facilitating small groups and reported out their finding to all the attendees.</p> <p>On February 27th the 23 members of our LCAP District Leadership Coordinating Team (which includes parents (EL and special education), bargaining unit representatives, and a board member) assembled and reviewed the targeted feedback from our stakeholder forum. A significant amount of time was spent discussing how to clarify, revise and/or expand our student outcomes and then drafted the aligned/supported student outcomes from the forum. Questions that were explored included: relationship to student data and the outcome, what critical or required outcomes are missing, how important were these outcome to monitor? In addition, the team aligned the identified student outcomes with the eight state priorities and the LEAP. The meeting concluded with our LCAP DLCT team agendizing and developing the feedback activity for our second community forum on March 17th.</p> <p>At the Community Forum, held on March 17th, WestEd facilitators and District Leadership reviewed the eight state priorities, our district strategic plan goals, our process for the development of the LCAP, and our process that was used to review feedback and develop student outcomes from our first stakeholders' Community Forum. The outcomes were shared with the attendees and they were invited to participate in an activity to provide actions and services related to our student outcomes for consideration by the LCAP District Leadership Coordinating Team. Our stakeholder input activity was organized and facilitated by the members of the LCAP District Leadership Coordinating Team. All feedback from the event is posted on our district website in English, Spanish and Vietnamese along with the Power Point from the forum.</p>	<p>Impact on LCAP</p> <p>Goal #2 – Improve Fiscal Health Student outcome:</p> <ul style="list-style-type: none"> Students will become college and career ready through programs, resources, and facilities brought about by a fair, equitable, transparent district budget. <p>Goal #3 – Promote collaboration, transparency, and communication with students, parents, staff, and the broader community. Student Outcomes:</p> <ul style="list-style-type: none"> Parents will increasingly understand academic expectations to support student success. To connect student learning to real world experiences, students will be exposed to community service learning opportunities and career pathways. <p>Goal #4 – Attract, develop, and retain quality staff at all levels. Student outcome:</p> <ul style="list-style-type: none"> As a result of attracting and retaining high quality staff, students will feel valued, engaged, and successful with in the classroom and school community. <p>Goal #5 – Enhance the climate of safety and wellness throughout the District. Student outcomes:</p> <ul style="list-style-type: none"> Students will be safe at school. Students will travel safely to and from school. Students will be resilient and able to adapt to changes. Students will be engaged academically if they feel welcomed, respected, and valued. Students will be physically, socially, and emotionally healthy, and well-nourished so they can focus on learning and feel connected to their school. <p>The stakeholder groups provided feedback on the actions and services for students that were considered on the LCAP. The services and actions were reviewed for alignment to student outcomes, ability to be analyzed with metric/data, viability based on research, and then prioritized.</p> <p>LCAP DLCT aligned services and actions address the needs of all students with additional services and actions specific to our significant subgroups: English Learners, Reclassified English Learners, Students with Disabilities, Low Income, and Foster Youth. These student outcomes, actions and services are equal in priority and not listed under the goal in any priority of need or importance.</p> <p>Not all actions and services from the stakeholder groups met the criteria to be included in the plan. Actions and services that were prioritized and determined to be considered in a future planning cycle included: student technology for use at home, class size, GATE programs, 21st century learning environments, mentor programs for students, and magnet/enrichment programs.</p>

Involvement Process	Impact on LCAP
<p>After the community forum, additional feedback was collected from school site staffs. Large charts were created and posted in all district school site staffrooms seeking input for actions and services related to the student outcomes. Information regarding the LCAP and the eight state priorities were posted along side the poster. The actions and services information collected at the sites was added to the Community Forum feedback to provide targeted feedback to the LCAP District Leadership Coordinating Team.</p> <p>On March 31st our LCAP District Leadership Coordinating Team, which included EL and special education parents, bargaining unit representatives, and a board member, gathered for the second time and reviewed the targeted feedback from stakeholder groups. The group used a protocol for prioritizing LCAP actions and services. Our team members reviewed the service/action, determined if it clearly supported the student outcomes and aligned with the state priorities and district goals, ensured progress for significant student subgroups, could be supported by data or evidence, and was viable in terms of necessary resources (money, time, staff, etc.). After establishing a rubric score for each area, the services/actions were organized by priority based on their rating and a determination of timing for each service/action to be considered during the planning cycle. The LCAP DLCT reviewed and provided ideas for the agenda and activities for our third community forum on April 29th at the conclusion of the meeting.</p> <p>Revisions were made after meeting with bargaining units, from feedback provided at the third Community Forum, meetings with the DELAC and DAC, and the second student forum. These revisions included: clarification of “maintaining facilities”.</p>	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

“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.”

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education’s Special Education Program serves as a partner with the county’s public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child’s needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children’s learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

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	
Goal 1								
Need: Students are required to be digitally competent to be college and career ready. Metric: CAASPP Technology rubric Need: Students are required to read, write, apply, and articulate an understanding across content areas to be college and career ready. Metrics: CAASPP CELDT ELL Reclassification API	Goal 1: Promote achievement for all students in a rigorous 21st century learning environment of collaboration, communication, critical thinking, and creativity (4Cs).	All Applicable subgroups: English learners Students with Disabilities (SWD) Socioeconomically Disadvantaged (SED) Foster youth	All		Students will meet standards on identified technological skills to support mastery of CCSS. Students will read and write across content areas.	All students will continue to meet standards at a minimum, and at least 25% of students will exceed standards. Students will read, write and apply these skills across content areas.	All students will continue to meet standards at a minimum, and at least 50% of students will exceed standards. Students will read, write, apply, and demonstrate skills across content areas	State priorities: 1. Basic conditions and resources for learning (<i>Williams</i> requirement) 2. Implementation of academic content and performance standards (State Board of Education) 4. Pupil achievement 5. Pupil engagement 7. Pupils have access to, and are enrolled in, a broad course of study 8. Pupil outcomes, if available, in the subject areas comprising a broad course of study Local Priorities: LEA Plan #1A-2, #1A-3, #1B-3, #2B-1, #2C-1

<p>Need: Students need to use communication, collaboration, critical thinking, and creativity (4Cs) to be college and career ready.</p> <p>Metrics: CAASPP CELDT ELL Reclassification API</p> <p>Need: Students need to demonstrate a mastery of CCSS literacy and mathematical foundational skills and apply them to real world experiences.</p> <p>Metrics: CAASPP CELDT ELL Reclassification API</p> <p>Need: Students need to be actively engaged in learning and motivated to do well in school.</p> <p>Metrics: Danielson Rubric Cornerstone survey</p>					<p>Students will begin increasing skills using the 4 C's.</p> <p>Students will continue the transition to CCSS content literacy, mathematical practices and foundational skills.</p> <p>Establish CAASPP Baseline mastery</p> <p>Students will be instructed in an environment where they feel comfortable and capable of learning.</p>	<p>Students will continue to increase skills using the 4 C's.</p> <p>Students will continue to demonstrate mastery of CCSS content literacy, mathematical practices and foundational skills.</p> <p>Increase by 2%</p> <p>Students will be instructed in an environment where they feel comfortable and capable of learning.</p>	<p>Students will continue to increase skills using the 4 C's.</p> <p>Students will continue to demonstrate mastery of CCSS content literacy, mathematical practices and foundational skills.</p> <p>Increase by 2%</p> <p>Students will be instructed in an environment where they feel comfortable and capable of learning.</p>	
Goal 2								
<p>Need: Identification of supplemental funding sources to provide students with access to additional programs and resources.</p> <p>Metrics: Grant Application Data</p>	Goal 2: Improve Fiscal Health	<p>All</p> <p>Applicable subgroups English learners Students with Disabilities (SWD) Socioeconomically Disadvantaged (SED) Foster youth</p>				<p>Year 2: Students will begin to receive new programs as supplemental funding and grants are awarded.</p>	<p>Students will receive new programs as supplemental funding and grants are awarded.</p>	<p>State Priorities: 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 3. Parental involvement 4. Pupil achievement 5. Pupil engagement</p> <p>Local Priorities: LEA Plan: #1A-3</p>

<p>Need: To support student programs, stakeholders will be given the opportunity to receive budget information in multiple venues and be given the opportunity to share their perspectives and input.</p> <p>Metrics: Sign in sheets Surveys Feedback on Website</p>					Community Forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding.	Community Forums will continue and expand to allow stakeholders to provide information and feedback to guide student program funding.	Community Forums will continue and expand to allow stakeholders to provide information and feedback to guide student program funding.	
Goal 3								
<p>Need: To strengthen partnerships between families and schools to support students readiness for college and careers.</p> <p>Metrics: Parent Surveys Sign-in sheets and Agendas from district and school meetings Site comparison data for school committees and councils, volunteers, and school based activities.</p> <p>Need: Students must have real world experiences and exposure to career pathways to be college and career ready.</p> <p>Metrics: Parent Surveys Sign-in sheets and Agendas from district and school meetings</p>	<p>Goal 3: Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.</p>	<p>All Applicable subgroups: English learners Students with Disabilities (SWD) Socioeconomically Disadvantaged (SED) Foster youth</p>			<p>Students will become more successful with additional partnerships between school and home.</p> <p>Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways.</p>	<p>Students will become more successful with additional partnerships between school and home.</p> <p>More than 25% of students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways.</p>	<p>Students will become more successful with additional partnerships between school and home.</p> <p>More than 35% of students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways.</p>	<p>State Priorities: 2. Implementation of academic content and performance standards 3. Parental involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Pupils have access to, and are enrolled in, a broad course of study</p> <p>Local Priorities: LEA Plan #1A-3, #2E-1, #2E-2, #2F-1</p>
Goal 4								
Need: To provide	Goal 4: Attract,	All			Baseline CAASPP	CAASPP increase by	CAASPP increase by	State Priorities:

<p>high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.</p> <p>Metrics: CAASPP CELDT ELL Reclassification API</p> <p>Need: To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.</p> <p>Metrics: Rate of teacher miss assignment Williams Reports Sign-in sheets Professional Growth Opportunity data</p>	<p>develop, and retain quality staff at all levels.</p>	<p>Applicable subgroups: English learners Students with Disabilities (SWD) Socioeconomically Disadvantaged (SED) Foster youth</p>			<p>results</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p>	<p>2%</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p>	<p>2%</p> <p>All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.</p>	<ol style="list-style-type: none"> 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 4. Pupil achievement 5. Pupil engagement 6. School Climate 7. Pupils have access to, and are enrolled in, a broad course of study 8. Pupil outcomes, if available, in the subject areas comprising a broad course of study <p>Local Priorities: LEA Plan #1E-3, #3-1</p>
<p>Goal 5</p> <p>Need: Students need to feel and be safe at school.</p> <p>Need: Students need to travel safely to and from school.</p> <p>Metrics: Parent and student surveys Cornerstone survey Healthy Kids survey Attendance rates Bullying Report data M.S. dropout rate</p>	<p>Goal 5: Enhance the climate of safety and wellness throughout the District.</p>	<p>All</p> <p>Applicable subgroups: English learners Students with Disabilities (SWD) Socioeconomically Disadvantaged (SED) Foster youth</p>	<p>All</p>		<p>District and school protocols and programs will ensure that students will feel and be safer at school.</p> <p>Students will begin to feel and be safer traveling to and from school.</p>	<p>District and school protocols and programs will increase students' feeling and being safe at school.</p> <p>Students will continue to increase their feelings of being safer traveling to and from school.</p>	<p>District and school protocols and programs will increase students' feeling and being safe at school.</p> <p>Students will continue to increase their feelings of being safer traveling to and from school.</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 3. Parental Involvement 4. Pupil achievement 5. Pupil engagement 6. School Climate 7. Pupils have access to, and are enrolled in, a broad course of study 8. Pupil outcomes, if available, in the subject areas comprising a broad course of study <p>Local Priorities: LEA Plan #1A-1, #1A-2, #1C-1, #1C-2, #1C-3, #2C-1, #2C-3, #2E-1</p>

<p>Need: Students need to be resilient and able to adapt to changes.</p> <p>Metrics: Parent and student surveys Cornerstone survey Healthy kids survey District/school suspension and expulsion rates M.S. dropout rate</p> <p>Need: Students need to feel welcomed, respected, and valued to be engaged academically.</p> <p>Metrics: Parent and student surveys Cornerstone survey Healthy Kids survey District/school suspension and expulsion rates Attendance data CAASPP scores M.S. dropout rate</p> <p>Need: Students need to be physically, socially, and emotionally healthy and well nourished so they can focus on learning and be connected to their school.</p> <p>Metrics: Parent and student surveys Cornerstone survey Healthy kids survey Attendance rates</p>					<p>Students will continue to have programs, resources, services, and interventions provided to them to build resiliency.</p> <p>Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school.</p> <p>Students will continue to have their physical, social, emotional, and health needs met through programs and services.</p>	<p>Students will continue to have an increase to programs, resources, services, and interventions provided to them to build resiliency, if funding permits.</p> <p>Students will experience increased positive interactions with other students and adults on campus improving feelings of being welcomed, respected, and valued at school.</p> <p>Through current or new programs students will continue to have their physical, social, emotional, and health needs met.</p> <p>Year 2: The District will explore options to provide middle school and 6th grade students with support from academic counselors.</p>	<p>Students will continue to have an increase to programs, resources, services, and interventions provided to them to build resiliency, if funding permits.</p> <p>Students will experience increased positive interactions with other students and adults on campus improving feelings of being welcomed, respected, and valued at school.</p> <p>Through current or new programs students will continue to have their physical, social, emotional, and health needs met.</p> <p>The District will continue to explore options to provide middle school and 6th grade students with support from academic counselors.</p>	
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Child Nutrition Service survey M.S. dropout rate								
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Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Goal (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
Goal 1							
Goal 1: Promote achievement for all students in a rigorous 21st century learning	State Priorities: 1. Basic Conditions and resources for learning 2. Implementation of academic content and	Develop tool to monitor student proficiency and provide supports for digital citizenship.	District-wide		Convene staff to develop technology proficiency tool (based on digital competencies) and	Monitor results of technology tool and support teachers with how to use data to inform instructional	Analyze results of technology tool to support teachers and students. ((\$13,500 – LCFF Staff

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
environment of collaboration, communication, critical thinking, and creativity.	<p>performance standards 4. Pupil Achievement</p> <p>5. Pupil Engagement</p> <p>7. Pupils have access to and are enrolled in a broad course of study</p> <p>8. Pupil outcomes</p> <p>Local Priorities:</p> <p>LEA Plan</p> <p>#1A-2, #1A-3, #1B-3, #2B-1, #2C-1, #2E-1, #2E-2, #2F-1</p>	Provide equitable access of technology for all schools.			pilot. (\$13,500 – LCFF Staff Development & Title II)	practice. (\$13,500 – LCFF Staff Development & Title II)	Development & Title II)
					Continue implementation of Common Sense Media Day, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. (\$5,000 – Lottery)	Continue implementation of Common Sense Media Day, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. (\$5,000 – Lottery)	Expand implementation of Common Sense Media Day, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. (\$5,000 – Lottery)
					Provide professional development for teachers to support student learning in the area of technology and digital citizenship. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) Evaluate need for support services to support student learning in technology. (No cost)	Provide professional development for teachers to support student learning in the area of technology and digital citizenship. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) Technology assistants to provide services to support student learning in the area of technology. (\$100,000 – LCFF)	Provide professional development for teachers to support student learning in the area of technology and digital citizenship. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) Continue technology assistants to provide services to support student learning in the area of technology. (\$100,000 – LCFF)
					Inventory and develop district and site plans for acquisition of technological devices based on need. (No cost)	Begin to implement technology plans and begin to provide equitable access based on need. (Portion of direct support to sites – \$726,000 – Supplemental)	Continue to monitor district and site plans and consider recommendations for expanding. (Portion of direct support to sites – \$726,000 – Supplemental)
					Expand resources and professional development on hands-on/PBL for teachers. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)	Expand resources, support, and professional development on hands-on/PBL for teachers. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)	Expand resources, support, and professional development on hands-on/PBL for teachers. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)
		Offer hands-on/Project Based Learning professional development.			Teachers will be	Teachers will be	Teachers will be
		Provide comprehensive					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>professional development on Common Core standards and units.</p> <p>Provide Common Core and 21st century differentiated instruction for students.</p> <p>Provide instructional strategies for students to be actively engaged in learning and motivated.</p>			<p>surveyed to determine needed support. (\$500 – Teacher Quality Title II)</p> <p>Multiple district and site professional growth opportunities will be provided. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Teachers and classified aides will begin to receive CCSS differentiation/small group professional development. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Students will receive resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. (\$600,000 – Lottery & Common Core Implementation Funds)</p>	<p>surveyed to determine needed support. (\$500 – Teacher Quality Title II)</p> <p>Multiple district and site professional growth opportunities will be provided. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Teachers and classified aides will begin to receive CCSS differentiation/small group professional development. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Students will receive resources to support instruction on CCSS/NGSS/21st Century strategies and practices that meet their needs. (\$400,000 – Lottery)</p>	<p>surveyed to determine needed support. (\$500 – Teacher Quality Title II)</p> <p>Multiple district and site professional growth opportunities will be provided. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Teachers and classified aides will begin to receive CCSS differentiation/small group professional development. (\$100,000 – Teacher Quality Title II & LCFF Staff Development)</p> <p>Students will receive resources to support instruction on CCSS/NGSS/21st Century strategies and practices that meet their needs. (\$400,000 – Lottery)</p>
Goal 2							
Goal 2: Improve Fiscal Health	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 3. Parental involvement 4. Pupil achievement 5. Pupil engagement <p>Local Priorities: LEA Plan: #1A-3, #1B-3, #2C-2</p>	<p>Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input.</p> <p>Identify supplemental funding sources and write grants to provide students with access to additional programs and resources.</p> <p>Maintain facilities in good</p>			<p>Explore additional models that involve all stakeholders input in the budget process. (No cost)</p> <p>Form a committee to explore structures to apply for grant opportunities. (\$1,000 – LCFF)</p> <p>Continue current</p>	<p>Confirm and implement more effective strategies that invite stakeholders' input in the budget process. (\$200 – LCFF)</p> <p>Begin writing grants when appropriate opportunities are identified to expand programs for students. (\$1,000 – LCFF)</p> <p>Continue services and</p>	<p>Confirm and implement more effective strategies that invite stakeholders' input in the budget process. (\$200 – LCFF)</p> <p>Continue writing grants when appropriate opportunities are identified to expand programs for students. (\$1,000 – LCFF)</p> <p>Continue services and</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		repair.			services and evaluate support services for maintaining facilities in good repair. (\$2,600,000 – LCFF)	based on evaluation, determine needs for support services to maintain facilities. (\$3,100,000 – LCFF)	based on needs determine support services to maintain facilities. (\$3,200,000 – LCFF)
Goal 3							
Goal 3: Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.	State Priorities: 2. Implementation of academic content and performance standards 3. Parental involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Pupils have access to, and are enrolled in, a broad course of study Local Priorities: LEA Plan #1A-1, #1A-3, #2E-1, #2E-2, #2F-1	Additional support in academic expectations for students through increased parent/school communications and programs.			Pilot various venues, access points, and opportunities for parents, students and community members to exchange information including welcome messaging to new families. (\$200,000 – LCFF)	Implement the most effective venues, access points, and opportunity models for informing parents. (\$200,000 – LCFF)	Continue the most effective venues, access points, and opportunity models for communicating and informing parents. (\$200,000 – LCFF)
					Increase communication to families using multi-media including but not limited to: webinars, twitter, school loop, parent portal, and virtual meetings. (\$200,000 – LCFF)	Continue and increase communication to families using multi-media including but not limited to: webinars, twitter, school loop, parent portal, and virtual meetings. (\$200,000 – LCFF)	Continue and increase communication to families using multi-media including but not limited to: webinars, twitter, school loop, parent portal, and virtual meetings. (\$200,000 – LCFF)
					District will provide new and updated information for parents about student academic expectations. (\$30,000 – LCFF)	The district will continue to update information for parents in their primary languages. (\$30,000 – LCFF)	The district will continue to update information for parents in their primary languages. (\$30,000 – LCFF)
					The district will begin to seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages. (\$30,000 – LCFF)	The district will continue to seek input from parents to determine need for materials and meetings in their primary languages and continue to implement. (\$30,000 – LCFF)	The district will continue to seek input from parents to determine need for materials and meetings in their primary languages and continue to implement. (\$30,000 – LCFF)
					Explore “New Family”	Implement “New	Monitor “New Family”

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
		Provide real world experiences and exposure to career pathways.			<p>programs. (No cost)</p> <p>District and sites will identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning. (No cost)</p> <p>District and school sites will research assemblies that provide motivation and exposure to community services and/or career pathways that are no cost or low cost. (No cost)</p> <p>District and school site leaders will begin to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. (No cost)</p>	<p>Family” programs. (\$5,000 – LCFF)</p> <p>District and sites will track data for parent participation and explore strategies to increase parent participation by 10%. (No cost)</p> <p>School sites will provide assemblies that provide motivation and exposure to community services and/or career pathways. (Portion of direct support to sites – \$726,000 – Supplemental)</p> <p>District and school site leaders will continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. (No cost)</p>	<p>programs. (\$5,000 – LCFF)</p> <p>District and sites will track data for parent participation and explore strategies to increase parent participation by 10%. (No cost)</p> <p>School sites will increase the number of opportunities that provide assemblies that provide motivation and exposure to community services and/or career pathways. (Portion of direct support to sites – \$726,000 – Supplemental)</p> <p>District and school site leaders will continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. (No cost)</p>
Goal 4							
Goal 4: Attract, develop, and retain quality staff at all levels.	State Priorities: 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 4. Pupil achievement 5. Pupil engagement 6. School Climate 7. Pupils have access to, and are enrolled in, a broad course of study	Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.			Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support common core standards, instructional shifts, and technology for students. (\$677,000 – Common Core Implementation Funds)	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support common core standards, instructional shifts, and technology for students. (\$1,300,000 – Supplemental 1591)	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support common core standards, instructional shifts, and technology for students. (\$1,312,300 – Supplemental 1591)

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
	8. Pupil outcomes, if available, in the subject areas comprising a broad course of study Local Priorities: LEA Plan #1E-3, #3-1	To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.			Provide professional development for administrators, teachers and instructional support personnel to support student learning during the transition to CCSS and NGSS. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) District and sites determine specific need and structures to provide collaborative planning opportunities to support student learning. (\$54,000 – Common Core Implementation Funds & Portion of direct support to sites – \$726,000 – Supplemental)	Continue professional development to support the transition to CCSS, NGSS to support student learning. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) District and sites determine specific need and structures to provide collaborative planning opportunities to support student learning. (Portion of direct support to sites – \$726,000 – Supplemental)	Continue professional development to support the transition to CCSS, NGSS to support student learning. (\$100,000 – Teacher Quality Title II & LCFF Staff Development) District and sites determine specific need and structures to provide collaborative planning opportunities to support student learning. (Portion of direct support to sites – \$726,000 – Supplemental)
Goal 5							
Goal 5: Enhance the climate of safety and wellness throughout the District.	State Priorities: 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 3. Parental Involvement 4. Pupil achievement 5. Pupil engagement 6. School Climate 7. Pupils have access to, and are enrolled in, a broad course of study 8. Pupil outcomes, if available, in the subject areas comprising a broad course of study Local Priorities: LEA Plan #1A-1, #1A-2, #1A-4, #1C-	Ensure visibility of adults on campus before, during and after school. Provide parent and guardian notification systems.			Evaluate the need for adult visibility on each campus. (No cost) Parent and guardian notification systems will continue to allow access points to pertinent and time sensitive information. (\$30,000 – LCFF) Parents and guardians will receive information, in multiple languages, on how the notification systems work and the benefits	Visibility of adults on campus will be ensured and at some sites increased based on needs. (No cost) Parent and guardian notification systems will continue and be expanded to allow multiple access points to pertinent and time sensitive information. (\$30,000 – LCFF) Parents will continue to receive information, in multiple languages, on how the notification systems work and the benefits of keeping	Visibility of adults will continue to be ensured. (No cost) Parent and guardian notification systems will continue and be expanded to allow multiple access points to pertinent and time sensitive information. (\$30,000 – LCFF) Parents will continue to receive information, in multiple languages, on how the notification systems work and the benefits of keeping

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
	1, #1C-2, #1C-3, #2C-1, #2C-3, #2E-1, #2F	<p>Ensure protocols to identify campus visitors including substitutes and district employees.</p> <p>Provide training programs for students, staff, noon supervisor, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued.</p> <p>Survey students on safety needs to and from school.</p> <p>Educate students and parents on how students can travel safely to and from school.</p> <p>Explore options for crossing guards.</p> <p>Provide interventions, programs, and resources to help students be empowered, strengthen</p>			<p>of keeping information current. (\$30,000 – LCFF)</p> <p>Schools will ensure protocols for visitors. The district will provide staff and substitutes with badges. (\$500 – LCFF)</p> <p>Training programs will continue for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus to help create an environment where students feel welcomed, respected, and valued. (\$10,000 – LCFF)</p> <p>Students and parents will be surveyed to assess safety needs to and from school. (\$500 – LCFF)</p> <p>Research will be done on ways to provide crossing guards for schools. (No cost)</p> <p>The district and sites will continue to provide interventions, programs, and</p>	<p>information current. (\$30,000 – LCFF)</p> <p>Year 2: Schools and the district will look at ways to outreach to parents to help them understand and use notification systems. (\$30,000 – LCFF)</p> <p>Schools will continue or improve protocols for visitors. (\$500 – LCFF)</p> <p>Training programs will continue or be expanded for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus to help create an environment where students feel welcomed, respected, and valued. (\$10,000 – LCFF)</p> <p>Based on survey results students will begin to receive information on how to travel safely to and from school. (\$500 – LCFF)</p> <p>Some service for students may be considered. (\$15,000 – LCFF)</p> <p>The district and sites will continue to provide or expand programs, and resources to help</p>	<p>information current. (\$30,000 – LCFF)</p> <p>Schools and the district will implement outreach programs to parents to help them understand and use notification systems. (\$30,000 – LCFF)</p> <p>Schools will continue or improve protocols for visitors. (\$500 – LCFF)</p> <p>Training programs will continue or be expanded for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus to help create an environment where students feel welcomed, respected, and valued. (\$10,000 – LCFF)</p> <p>Based on survey results students will continue to receive information on how to travel safely to and from school. (\$500 – LCFF)</p> <p>Some service for students may be considered or continued. (\$20,000 – LCFF)</p> <p>The district and sites will continue to provide or expand programs, and resources to help</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		social skills, develop assets, build conflict resolution strategies, and increase skills for success.			resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success. (\$12,000 – LCFF)	students. (\$12,000 – LCFF)	students. (\$12,000 – LCFF)
		Provide more counselors for students.			The district will evaluate the need for increasing counselors. (No cost)	The district will continue or increase the number of counselors in the district based on student needs. (\$50,000 – Supplemental 1591)	The district will continue or increase the number of counselors in the district based on student needs. (Based on need) (\$50,000 – Supplemental 1591)
		Provide opportunities for after school enrichment and sports programs.			The district and/or site will continue to offer enrichment programs. (\$77,000 – LCFF)	The district and/or site will continue enrichment programs and explore afterschool sports programs. (\$77,000 – LCFF)	The district and/or site will continue enrichment programs and may offer afterschool sports programs. (\$77,000 – LCFF)
		Provide adequate library time for students.			Sites will explore various options for library access for students. (No cost)	Sites may begin to implement various options for library access for students. ((\$100,000 – LCFF & Portion of direct support to sites – \$726,000 – Supplemental)	Sites may continue to implement various options for library access for students. ((\$100,000 – LCFF & Portion of direct support to sites – \$726,000 – Supplemental)
		Expand positive ways to recognize students.			Sites continue to provide positive recognition for student accomplishments.	Sites continue and/or expand ways to positively recognize students.	Sites continue and/or expand ways to positively recognize students.

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
		Provide mental health services to students.			(No cost) Continue mental health services for students and explore the need to increase services. (\$50,000 – Supplemental 1591)	(No cost) Evaluate services and based on recommendations to continue and/or increase mental health services for students. (\$50,000 – Supplemental 1591)	(No cost) Continue and/or increase mental health services for students. (\$50,000 – Supplemental 1591)
		Provide alternative/new lunch options for students.			Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. (\$1,000 – LCFF)	Based on recommendations pilot alternative/new lunch items, if possible. (\$1,000 – LCFF)	Continue to introduce new/alternative lunch items. (\$1,000 – LCFF)
		Explore Physical Education programs.				Year 2: Explore possible Physical Education programs. (No cost)	Continue to explore possible PE programs and pilot programs based on site needs and available funds.

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

Goal (Include and identify all goals from Section 2, 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
Goal 1							
Goal 1: Promote achievement for all students in a rigorous 21 st century learning environment of collaboration, communication, critical thinking,	State Priorities: 1. Basic Conditions and resources for learning 2. Implementation of academic content and performance standards 4. Pupil Achievement 5. Pupil Engagement 7. Pupils have access to	For low income pupils: Provide targeted intervention for students before, during, or after school.	LEA-wide		Teachers will recommend appropriate student interventions. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000	Continue to identify student needs and provide targeted interventions for students. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 &	Continue to identify student needs and provide targeted interventions for students. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 &

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
and creativity.	and are enrolled in a broad course of study 8. Pupil outcomes Local Priorities: LEA Plan #1A-2, #1A-3, #1B-3, #2B-1, #2C-1, #2E-1, #2E-2, #2F-1	Portion of funding allocated directly to schools based on unduplicated student population.			– 1596) Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)	Supplemental \$12,000 – 1596) Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)	Supplemental \$12,000 – 1596) Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)
		STEM Teachers	Katherine Smith LeyVa Bulldog Tech		Continue STEM teachers. (\$931,000 – Supplemental 1591)	Continue STEM teachers. (\$931,000 – Supplemental 1591)	Continue STEM teachers. (\$1,055,963 – Supplemental 1591)
		Outdoor Science School	LEA-wide		LEA will allocate funds sufficient to meet the cost of Outdoor Science School for low-income students. (\$155,000 – Supplemental 1593)	LEA will allocate funds sufficient to meet the cost of Outdoor Science School for low-income students. (\$155,000 – Supplemental 1593)	LEA will allocate funds sufficient to meet the cost of Outdoor Science School for low-income students. (\$155,000 – Supplemental 1593)
		Expand breakfast programs	Targeted schools		Continue and explore expansion of the breakfast program. (\$50,000 – Supplemental 1593)	Continue and expand the breakfast program to other schools based on needs. (\$50,000 – Supplemental 1593)	Continue and expand the breakfast program to other schools based on needs. (\$50,000 – Supplemental 1593)
		Support Services	LEA-wide		Support Services (\$640,000 – Supplemental 1591)	Support Services (\$640,000 – Supplemental 1591)	Support Services (\$640,000 – Supplemental 1591)
		For English learners: Teachers, instructional aides, and administrators will receive training on implementation of the aligned CCSS and ELD standards. (ELA/ELD Framework)	LEA-wide		Professional development for teachers, instructional aides, and administrators on how to scaffold the CCSS for access for English learners. (\$150,000 – 1596)	Continue to provide professional development for teachers, instructional aides, and administrators on how to support access for English learners. (\$150,000 – 1596)	Continue to provide professional development for teachers, instructional aides, and administrators on how to support access for English learners. (\$150,000 – 1596)
		Curriculum and CCSS math and ELA unit development will be aligned to ELD standards.			CCSS units will be written and align ELD standards. (\$50,000 – 1596)	Continue to align ELD/ELA with developed units and resources.	Continue to align ELD/ELA with developed units and resources.

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>Review current teaching materials for ELD alignment, culturally relevant materials, and informational text.</p> <p>Offer hands-on/PBL professional development to support EL students in the classroom.</p> <p>English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.</p> <p>English learners will be assessed with formative assessments ADEPT, AR STAR reading, and a CCSS assessment bank.</p> <p>Instructional support structures for EL students for technology skill development.</p>			<p>Expand resources, support, and professional development for teachers to support hands-on/PBL for EL students. (\$237,000 – Supplemental 1596)</p> <p>Teachers and staff will inventory instructional materials and based on need, make recommendations for additional resources. (\$90,000 – Supplemental 1593)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$1,185,000 – Supplemental 1591)</p> <p>All English learners will be given formative assessments. (\$178,280 – Supplemental 1593)</p> <p>Provide professional development for instructional aides to assist ELs with their digital competency and digital citizenship and pilot at highest need schools. (\$20,000 – 1596)</p>	<p>(\$50,000 – 1596)</p> <p>Expand resources, support, and professional development for teachers to support hands-on/PBL for EL students. (\$237,000 – Supplemental 1596)</p> <p>Teachers and staff will make recommendations for additional ELD resources for students and purchase. (\$90,000 – Supplemental 1593)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$1,262,025 – Supplemental 1591)</p> <p>All English learners will be given formative assessments. (\$178,280 – Supplemental 1593)</p> <p>Adopt a model that supports ELs in digital competency and citizenship. (\$20,000 – 1596)</p>	<p>(\$50,000 – 1596)</p> <p>Expand resources, support, and professional development for teachers to support hands-on/PBL for EL students. (\$237,000 – Supplemental 1596)</p> <p>Teachers and staff will make recommendations for additional ELD resources for students and purchase. (\$90,000 – Supplemental 1593)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$1,344,056 – Supplemental 1591)</p> <p>All English learners will be given formative assessments. (\$178,280 – Supplemental 1593)</p> <p>Adopt a model that supports ELs in digital competency and citizenship. (\$20,000 – 1596)</p>

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>Provide targeted intervention for students before, during, or after school.</p> <p>Portion of funding allocated directly to schools based on unduplicated student population.</p> <p>For foster youth: The educational outcomes of foster youth will mirror that of the general student population.</p> <p>Provide a Foster Youth protocol that will enable students to receive services within the first ten days.</p> <p>Allocate funds for academic supports and remediation, transportation, and fees for extracurricular programs.</p> <p>Portion of funding allocated directly to schools based on unduplicated student population.</p>			<p>Teachers will recommend appropriate student interventions. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p> <p>Gap between foster youth and general student population decreased 10% (\$10,000 – 1594)</p> <p>Develop protocols for testing and identifying needs/services for newly enrolled Foster Youth. (\$2,000 – Supplemental 1594)</p> <p>LEA will allocate funds sufficient to meet the needs of all foster youth. (\$10,000 – Supplemental 1594)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services.</p>	<p>Teachers will recommend appropriate student interventions. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p> <p>Gap between foster youth and general student population decreased 20% (\$10,000 – 1594)</p> <p>Implement protocols for Foster Youth and continue to monitor identified Foster Youth. (\$2,000 – Supplemental 1594)</p> <p>LEA will continue to allocate funds sufficient to meet the needs of all foster youth. (\$10,000 – Supplemental 1594)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services.</p>	<p>Teachers will recommend appropriate student interventions. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p> <p>Gap between foster youth and general student population decreased 30% (\$10,000 – 1594)</p> <p>Continue implementation protocols for Foster Youth and continue to monitor identified Foster Youth. (\$2,000 – Supplemental 1594)</p> <p>LEA will continue to allocate funds sufficient to meet the needs of all foster youth. (\$10,000 – Supplemental 1594)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services.</p>

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>For redesignated fluent English proficient pupils: Teachers, instructional aides, and administrators will receive training on implementation of the aligned CCSS and ELD standards.(ELA/ELD Framework)</p> <p>Provide targeted intervention for students before, during, or after school as needed.</p> <p>English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.</p> <p>All redesignated students will receive formative assessments.</p> <p>Portion of funding allocated directly to schools based on unduplicated student population.</p>			<p>(\$726,000 – Supplemental 1591)</p> <p>Professional development for teachers, instructional aides, and administrators on how to scaffold the CCSS for access for English learners. (\$150,000 – 1596)</p> <p>Teachers will recommend appropriate student interventions as needed. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$150,000 – 1596)</p> <p>All learners will receive formative assessments to continue to monitor their progress. (\$178,280 – Supplemental 1593)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p>	<p>(\$726,000 – Supplemental 1591)</p> <p>Continue to provide professional development for teachers, instructional aides, and administrators on how to support access for English learners. (\$150,000 – 1596)</p> <p>Teachers will recommend appropriate student interventions as needed. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$150,000 – 1596)</p> <p>Continue formative assessments to monitor students. (\$178,280 – Supplemental 1593)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p>	<p>(\$726,000 – Supplemental 1591)</p> <p>Continue to provide professional development for teachers, instructional aides, and administrators on how to support access for English learners. (\$150,000 – 1596)</p> <p>Teachers will recommend appropriate student interventions as needed. (\$726,000 – Supplemental 1591 & \$10,000 – Supplemental 1593 & Supplemental \$12,000 – 1596)</p> <p>Based on needs, EL students will receive integrated and designated ELD and differentiated instruction on CCSS. (\$150,000 – 1596)</p> <p>Continue formative assessments to monitor students. (\$178,280 – Supplemental 1593)</p> <p>Portion of funding allocated directly to schools based on available funding for demonstrating increased or improved services. (\$726,000 – Supplemental 1591)</p>
Goal 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
Goal 2: Improve fiscal health		<p>For low income pupils: Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input.</p> <p>For English learners; Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information in their primary language and be given the opportunity to share their perspectives and input.</p> <p>Identify supplemental funding sources and write grants to provide English learner students with access to additional programs and resources.</p>			<p>Explore additional models and venue that allow stakeholders to receive information in their primary languages to allow them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Explore additional models that allow stakeholders to receive information in their primary languages and allow them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Form a committee to explore grant opportunities for English learners' programs. (No cost)</p>	<p>Implement the most effect models/strategies that allow stakeholders to receive information in and allowing them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Implement the most effect models/strategies that allow stakeholders to receive information in their primary languages to allow them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Begin to write grants for English learners' programs when appropriate opportunities are identified. (No cost)</p>	<p>Continue the most effect models/strategies that allow stakeholders to receive information in and allowing them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Implement the most effect models/strategies that allow stakeholders to receive information in their primary languages to allow them to be involved in the budget process. (\$60,000 – Supplemental 1595)</p> <p>Continue to write grants for English learners' programs when appropriate opportunities are identified. (No cost)</p>
Goal 3							
Goal 3: Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.	<p>State Priorities: 2. Implementation of academic content and performance standards 3. Parental involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Pupils have access to, and are enrolled in, a broad course of study</p> <p>Local Priorities: LEA Plan #1A-1, #1A-3, #2E-1, #2E-2, #2F-1</p>	<p>For low income pupils: Students will receive additional support in academic expectations from their parent(s) through increased parent/school communications and programs.</p> <p>For English learners: Language learner students will be able to communicate about their progress with their families.</p>			<p>Continue to provide current parent education opportunities and survey for needs. (\$40,000 – Supplemental 1595)</p> <p>Student academic reporting tools will be translated into Spanish and Vietnamese. (\$60,000 – Supplemental 1595)</p>	<p>Continue to provide parent education opportunities and implement new programs based on needs. (\$40,000 – Supplemental 1595)</p> <p>Student academic information will be translated into Spanish and Vietnamese at meetings and on the website. (\$60,000 – Supplemental 1595)</p>	<p>Continue to provide parent education opportunities and implement new programs based on needs. (\$40,000 – Supplemental 1595)</p> <p>Parents will be provided multiple venues and using multi-media to receive information in multiple languages. (\$60,000 – Supplemental 1595)</p>

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>For foster youth: Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home/school communications and programs.</p> <p>For redesignated fluent English proficient pupils: Language learner students will be able to communicate about their progress with their families.</p>			<p>Develop materials to inform Foster Youth students and their foster parent about educational and other services available. (\$5,000 – Supplemental 1594)</p> <p>Student academic reporting tools will be translated into Spanish and Vietnamese. (\$60,000 – Supplemental 1595)</p>	<p>Provide upon registration informational materials will be provided to support foster youths' academic, social and emotional. (\$5,000 – Supplemental 1594)</p> <p>Student academic information will be translated into Spanish and Vietnamese at meetings and on the website. (\$60,000 – Supplemental 1595)</p>	<p>Provide upon registration informational materials will be provided to support foster youths' academic, social and emotional. (\$5,000 – Supplemental 1594)</p> <p>Parents will be provided multiple venues and using multi-media to receive information in multiple languages. (\$60,000 – Supplemental 1595)</p>
Goal 4							
Goal 4: Attract, develop, and retain quality staff at all levels.	<p>State Priorities: 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 4. Pupil achievement 5. Pupil engagement 6. School Climate 7. Pupils have access to, and are enrolled in, a broad course of study 8. Pupil outcomes, if available, in the subject areas comprising a broad course of study</p> <p>Local Priorities: LEA Plan #1E-3, #3-1</p>	<p>For English learners: Provide high quality instruction and learning opportunities for EL students.</p>			<p>Continue instructional coaches (one 50% coach for each site) to support CCSS ELD differentiated instruction for EL students. (\$487,200 – Supplemental 1591)</p>	<p>Continue instructional coaches (one 50% coach for each site) to support CCSS ELD differentiated instruction for EL students. (\$1,300,000 – Supplemental 1591)</p>	<p>Continue instructional coaches (one 50% coach for each site) to support CCSS ELD differentiated instruction for EL students. (\$1,312,300 – Supplemental 1591)</p>
Goal 5							
Goal 5: Enhance the climate of safety and wellness throughout the district.	<p>State Priorities: 1. Basic conditions and resources for learning 2. Implementation of academic content and performance standards 3. Parental Involvement 4. Pupil achievement 5. Pupil engagement 6. School Climate</p>	<p>For low income pupils: Bus transportation</p>	<p>Targeted Schools Dove Hill Montgomery LeyVa</p>		<p>Continue transportation services to ensure student safety to and from highest needs schools. (\$275,000 – Supplemental 1593)</p>	<p>Continue transportation services to ensure student safety to and from highest needs schools. Monitor need for additional routes. (\$275,000 – Supplemental 1593)</p>	<p>Continue transportation services to ensure student safety to and from highest needs schools. Monitor need for additional routes. (\$275,000 – Supplemental 1593)</p>

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>7. Pupils have access to, and are enrolled in, a broad course of study</p> <p>8. Pupil outcomes, if available, in the subject areas comprising a broad course of study</p> <p>Local Priorities: LEA Plan #1A-1, #1A-2, #1A-4, #1C-1, #1C-2, #1C-3, #2C-1, #2C-3, #2E-1, #2F</p>	<p>Administrative support</p> <p>Foster Youth: Upon registration Foster Youth will be referred to the site marriage family therapist (MFT) or school psychologist.</p>	<p>Katherine Smith O. B. Whaley</p> <p>LEA-wide</p>		<p>Provide an assistant principal for additional administrative support for safety. (\$140,000 – Supplemental 1591)</p> <p>Foster youth, upon registration, will be referred to the site Marriage Family Therapist (MFT) or district psychologist to determine needs and/or services. (\$50,000 – Supplemental 1591)</p>	<p>Provide an assistant principal for additional administrative support for safety. (\$149,100 – Supplemental 1591)</p> <p>Foster youth, upon registration, will be referred to the site Marriage Family Therapist (MFT) or district psychologist to determine needs and/or services. (\$50,000 – Supplemental 1591)</p>	<p>Provide an assistant principal for additional administrative support for safety. (\$158,791 – Supplemental 1591)</p> <p>Foster youth, upon registration, will be referred to the site Marriage Family Therapist (MFT) or district psychologist to determine needs and/or services. (\$50,000 – Supplemental 1591)</p>

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

Evergreen School District believes that a strong instructional program is the entry point for supporting all students – especially at risk students. For this reason, Evergreen has chosen to use the majority of its proportionate share of the total LCFF increase (\$5.6 million supplemental funds for the current LCAP year) to strengthen core instructional programs. In line with Evergreen School District's core vision and goals, Evergreen will offer a variety of programs and supports specifically for English learners, low-income students and foster youth.

The District is providing services that exceed the required supplemental expenditures (Refer to Section 3(B) for specific details and expenses). In addition to service and actions for all students identified in Section 3(A) of the District's Local Control and Accountability Plan, the following service and actions for low income, foster youth and English learner pupils will be provided districtwide:

- For low income pupils, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for at-risk pupils.
- For English learners, support teachers and para-professional staff will provide supplemental instruction to students. Additional intervention programs will be provided for students who do not make expected progress.
- Provide supplemental materials specific to the needs of students.
- For foster youth, the district will provide individual outreach to families to coordinate services and will provide intervention if necessary.

The services provided are the most effective use of funds to meet the district goals for the designated pupils.

The district also will offer services and programs that are aligned with LCAP goals that serve all students such as: access to technology, parent communication, emotional support, and hands-on or project based learning. School-wide implementation of these practices will not only have an impact on the student learning environment and the climate of the school as a whole, but will also have an increased positive impact on the targeted subgroups.

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

Services provided in the LCAP for low income pupils, foster youth, and English Learners provide for increased or improved services that are proportional and reflected in the chart below. The proportionality percentage will be met by providing additional targeted supports for unduplicated pupils and underperforming students by providing targeted supports for academics, mental health and wellness and additional support for foster youth. Based on the April 22, 2014 California Longitudinal Pupil Achievement Data System (CALPADS) report, Evergreen School District's total unduplicated count is 5,694 which represents 43.26% of District students.

Evergreen Elementary		6/9/14			
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
		2013-14	2014-15	2015-16**	2016-17**
1.	LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		8,213,471	8,184,634	8,111,415
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		4,590,210	5,606,535	6,480,302
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	1,781,573 TRUE			
3.	Difference [1] less [2]		3,623,261	2,578,099	1,631,113
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		1,016,687	783,484	318,083
	GAP funding rate		28.06%	30.39%	19.50%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		5,606,897	6,390,019	6,798,385
6.	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		80,544,411	84,309,470	85,340,395
	LCFF Phase-In Entitlement		87,143,331	91,691,512	93,130,803
7/8.	Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part D		6.96%	7.58%	7.97%
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5 **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
		2014-15	2015-16	2016-17	
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 5,606,897	\$ 6,390,019	\$ 6,798,385	
Current year Minimum Proportionality Percentage (MPP)		6.96%	7.58%	7.97%	

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.