

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

Introduction:

LEA: Palo Alto Unified School District **Contact (Name, Title, Email, Phone Number):** Kevin Skelly, Superintendent, superintendent@pausd.org, **LCAP Year:** 2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Presented LCAP Overview to Board of Education on 2/25/14 as an information item and received input on a proposed timeline and process for stakeholder input. (http://pausd.org/community/LCAP/index.shtml)	Publicly launched the LCAP for community involvement
Presented LCAP Overview to all district administrators on 3/11/14 and solicited their feedback about the process and proposed timeline.	Increased awareness of the LCAP and promoted outreach for parent involvement through principal communication with the School Site Councils
Invited representatives from existing committees that advocate on behalf of all significant subgroups in our community to participate in the LCAP Advisory Group, including: Speak (Special Education Parent Advisory Group) PASS (Parent Advocates for Student Success) SEAN (Student Equity Action Network) DELAC (District English Language Advisory Committee) DAC (District Advisory Committee) PTA (Parent Teacher Association) Voluntary Transfer Parent Group We Can Do Better Palo Alto Chines Parent Advocacy Group PAMA (Palo Alto Management Association) PAEA (Palo Alto Educator's Association)	Ensuring representation of all stakeholder groups and student subgroups that are reflected in the goals of the LCAP.

Involvement Process	Impact on LCAP
CSEA (California School Employee Association) Community Member at Large: Community members not affiliated with a group, can attend as a community member at large.	
Created a web presence on our existing district website to create awareness of the LCAP process throughout the community and share progress (http://pausd.org/community/LCAP/index.shtml)	Broadening awareness of the LCAP process and establishing a "homebase" for all LCAP communication, information and results.
Educational Services Retreat on 3/21/14 and 4/8/14 to plan the first LCAP Advisory Meeting to be held on April 17th. LCAP Boards were generated for each state priority area.	Helps leaders in our district collaborate on a common direction for the focus of the LCAP goals and actions, and raises deeper understanding across the department to maintain a consistent message around the purpose of the LCAP.
Consult with stakeholders through Strategic Plan/LCAP/WASC Survey (3/3-3/30). English and Spanish surveys available for parents.	Solicit input on LCAP from parents, students, teachers, administrators and classified staff.
LCAP Advisory Group meeting on 4/17/14 at JLS in Cafetorium. Offered an overview of the LCAP process and an opportunity to provide feedback on the eight state priority areas.	Provided stakeholders an opportunity to review the 8 state priority areas and our data related to the 8 state priority areas. Written feedback in each of the 8 state priority areas was collected.
A dedicated email for LCAP@pasud.org was established and monitored for feedback.	Offered an alternative method for soliciting input to the LCAP process.
Aggregated all of the feedback from the LCAP Advisory Meeting for Superintendent's written response in each of the 8 state priority areas.	Ensured that the LCAP process is communicated throughout the district, and to all departments from top leadership.
LCAP Advisory Group follow up meetings for stakeholders who could not attend the 4/17 meeting were held on April 30th and May 7th	Ensured that the LCAP Overview and opportunity for input on the 8 state priority areas was offered at least two additional times.
A two-day retreat for Educational Services was held on May 6th and 7th to draft the first LCAP, including goals, progress indicators, actions, expenditures and financial commitments.	Provided an opportunity for district staff to align the LCAP with our current Strategic Plan and to identify how our current categorical funding will be realigned with LCFF.
Shared first draft of the LCAP for Year 1 Goals, Actions and Expenditures with the site principals for our seventeen sites at the K12 principal's meeting on May 13th	Provided an opportunity to share the LCAP process and ongoing work at the district level with the site leadership team.
Second LCAP Advisory Group Meeting was held on May 13th at the District Office to review the first draft of the LCAP.	Provide a forum to receive input on the first draft of the LCAP from our key stakeholders representing the LCFF student subgroups and bargaining units.
Board study session on May 20th from 9 am - 11 am to review a draft of the LCAP plan with the Board of Education members.	Provided an opportunity for our Board members to become familiar with the first draft of the LCAP plan to provide feedback about the process.
Public Hearing scheduled for June 3rd on the same night as the LEA Budget. June 17th is scheduled to be on the Board for approval.	Finalize the process of approving the LCAP.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Conditions of Learning - Basic: Degree to which teachers are appropriately assigned pursuant to Ed Code 44258.9, fully credentialed in the subject areas and pupils they are teaching	<p>State Priority 1: Basic (Teacher credentialing)</p> <p>SP2013-C: Create an exceptional, positive teaching environment by developing, recruiting, and retaining the most talented staff and supporting a culture of professional growth and innovation.</p> <p>SP2013-A3.4: Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and low income)</p> <p>SP2013-C3: Ensure strong talent and leadership across teaching staffing, administrative and teaching roles that reflect the diversity of our</p>	All Students	All schools	<p>1. All teachers (100%) will be appropriately credentialed for their assignments.</p> <p>We will employ new staff members to more closely resemble the diversity of student population.</p> <p>By 2017, increase the % of stakeholders who agree that students with special education needs have access to learning support that allows for full participation in</p>	<p>All students will be enrolled in classes with highly-qualified credentialed teachers.</p> <p>The quality of the instructional experience will continue to be enhanced for students as staff engage in high quality professional development opportunities.</p>	<p>All students will be enrolled in classes with highly-qualified credentialed teachers.</p> <p>The quality of the instructional experience will continue to be enhanced for students as staff engage in high quality professional development opportunities.</p>	<p>All students will be enrolled in classes with highly-qualified credentialed teachers.</p> <p>The quality of the instructional experience will continue to be enhanced for students as staff engage in high quality professional development opportunities.</p>	<p>State Priority 1</p> <p>SP2013-C</p> <p>SP2013-C3.3</p> <p>SP2013-A3.4</p>

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	community. SP2013-C3.3: Recruit and hire staff that reflect the diversity of our community.			the general classroom from 84% to 87%. By 2017, increase the % of stakeholders who agree that school has a culture of professionalism from 89% to 92%. By 2017, 100% of teachers will meet the professional learning expectation of 18 hours every two years. 2. All teachers (100%) will be				

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				<p>appropriately credentialed for their assignments.</p> <p>We will employ new staff members to more closely resemble the diversity of student population.</p> <p>By 2017, increase the % of stakeholders who agree that students with special education needs have access to learning support that allows for full participation in the general classroom from 84% to</p>				

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				<p>87%.</p> <p>By 2017, increase the % of stakeholders who agree that school has a culture of professionalism from 89% to 92%.</p> <p>By 2017, 100% of teachers will meet the professional learning expectation of 18 hours every two years.</p> <p>3. All teachers (100%) will be appropriately credentialed for their</p>				

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				<p>assignments.</p> <p>We will employ new staff members to more closely resemble the diversity of student population.</p> <p>By 2017, increase the % of stakeholders who agree that students with special education needs have access to learning support that allows for full participation in the general classroom from 84% to 87%.</p> <p>By 2017,</p>				

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				<p>increase the % of stakeholders who agree that school has a culture of professionalism from 89% to 92%.</p> <p>By 2017, 100% of teachers will meet the professional learning expectation of 18 hours every two years.</p>				
Conditions of Learning - Basic: Pupils have access to standards-aligned materials pursuant to Ed Code 60119	State Priority 1: Basic (Instructional Materials) SP2013-D1: Optimize the use of resources for the maximum impact on student learning	All students	All schools	1. All students (100%) have access to Common Core State Standards Aligned Curriculum	All students will engage with CCSS aligned curriculum materials that center on 21st century learning skills: critical thinking,	All students will engage with CCSS aligned curriculum materials that center on 21st century learning skills: critical thinking,	All students will engage with CCSS aligned curriculum materials that center on 21st century learning skills: critical thinking,	State Priority 1 SP2013-D1

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				<p>materials by 2018.</p> <p>2. All students (100%) have access to Common Core State Standards Aligned Curriculum materials by 2018.</p> <p>3. All students (100%) have access to Common Core State Standards Aligned Curriculum materials by 2018.</p>	collaboration, communication, creativity and content mastery.	collaboration, communication, creativity and content mastery.	collaboration, communication, creativity and content mastery.	

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Conditions of Learning - Basic: School Facilities are maintained in good repair pursuant to Ed Code 17002 (d)	State Priority 1: Basic (Facilities) SP2013-D: Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent steward resources, enhanced public/private support, and strong community partnerships. SP2013-D1: Optimize the use of resources for maximum impact on student learning	All students	All schools	1. The percent of stakeholders who are satisfied with classroom facilities will increase from 90% to 93% by 2017. The percent of stakeholders who are satisfied with non-classroom facilities will increase from 85% to 88% by 2017. 2. The percent of stakeholders who are satisfied with classroom facilities will increase from 90% to 93%	All students will experience a conducive learning environment.	All students will experience a conducive learning environment.	All students will experience a conducive learning environment.	State Priority 1 SP2013-D SP2013-D1

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				<p>by 2017.</p> <p>The percent of stakeholders who are satisfied with non-classroom facilities will increase from 85% to 88% by 2017.</p> <p>3.</p> <p>The percent of stakeholders who are satisfied with classroom facilities will increase from 90% to 93% by 2017.</p> <p>The percent of stakeholders who are satisfied with non-classroom facilities will increase from</p>				

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				85% to 88% by 2017.				
Conditions of Learning - Implementation of state standards: Implementation of academic content and performance standards adopted by the state board for all students	<p>State Priority 2: Conditions of Learning (CCSS; all)</p> <p>SP2013-A2: Ensure post-secondary preparation by implementing the Common Core State Standards, improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP-2013-A2.1: Integrate Common Core State Standards with an emphasis on content mastery, critical thinking, creativity, communication, collaboration, and technological literacy.</p> <p>SP2013-C1: Foster a culture of relevant and effective professional growth among all staff to</p>	All students	All schools	<p>1. By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers provide the support students need to succeed in college/work from 80% to 83%.</p> <p>By 2017,</p>	Students will receive high quality and increasingly consistent curriculum, instruction, and grading practices across like courses	Students will receive high quality and increasingly consistent curriculum, instruction, and grading practices across like courses	Students will receive high quality and increasingly consistent curriculum, instruction, and grading practices across like courses	<p>State Priority 2</p> <p>SP2013 - A2</p> <p>SP2013 - A2.1</p> <p>SP2013 - C1</p> <p>SP2013 - E2.2</p>

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	<p>develop a community of learners.</p> <p>SP2013-E2.2: Improve vertical and horizontal alignment on academic rigor, grading, and cultivation in core skills and content</p>			<p>increase the % of stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of homework assigned to students is reasonable this year from 73% to 79%.</p> <p>By 2017, increase the % of stakeholders who agree that student's homework</p>				

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				<p>assignments are useful and appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the % of stakeholders who agree that teachers use a variety of strategies to actively</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				engage students, emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%. By 2017, increase the % of stakeholders who agree that teachers teach using collaboration in the classroom from 86% to 89%. By 2017, increase the % of stakeholders who agree that teachers use technology to				

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				<p>enhance student learning from 86% to 89%.</p> <p>2. By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers provide the support students need to succeed in</p>				

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				<p>college/work from 80% to 83%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of homework assigned to students is reasonable this year from 73% to 79%.</p> <p>By 2017, increase the %</p>				

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				<p>of stakeholders who agree that student's homework assignments are useful and appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the % of stakeholders</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>who agree that teachers use a variety of strategies to actively engage students, emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach using collaboration in the classroom from 86% to 89%.</p> <p>By 2017, increase the %</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>of stakeholders who agree that teachers use technology to enhance student learning from 86% to 89%.</p> <p>3. By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017, increase the % of stakeholders who agree that</p>				

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				<p>teachers provide the support students need to succeed in college/work from 80% to 83%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of homework assigned to students is reasonable</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>this year from 73% to 79%.</p> <p>By 2017, increase the % of stakeholders who agree that student's homework assignments are useful and appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p>				

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				<p>By 2017, increase the % of stakeholders who agree that teachers use a variety of strategies to actively engage students, emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach using collaboration in the classroom</p>				

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				from 86% to 89%. By 2017, increase the % of stakeholders who agree that teachers use technology to enhance student learning from 86% to 89%.				
Conditions of Learning - Implementation of state standards: Implementation of academic content and performance standards adopted by the state board for English Learners	State Priority 2: Conditions of Learning (CCSS; EL) SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery. SP2013-A3.4 Increase	EL Students	All schools	1. By 2017, increase the percent of stakeholders who agree that students who are learning English as a second language are supported at	EL students will be better prepared for Smarter Balanced Assessments. EL instruction will be aligned with CCSS.	EL students will be better prepared for Smarter Balanced Assessments. EL instruction will be aligned with CCSS.	EL students will be better prepared for Smarter Balanced Assessments. EL instruction will be aligned with CCSS.	State Priority 2 SP2013 - A1.1 SP2013 - A3.4

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	and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and low income)			<p>the school from 85% to 88%.</p> <p>By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers provide the support students need to succeed in college/work from 80% to 83%.</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of homework assigned to students is reasonable this year from 73% to 79%.</p> <p>By 2017, increase the % of stakeholders who agree that student's homework assignments are useful and</p>				

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				<p>appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the % of stakeholders who agree that teachers use a variety of strategies to actively engage students,</p>				

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				<p>emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach using collaboration in the classroom from 86% to 89%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers use technology to enhance student</p>				

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				<p>learning from 86% to 89%.</p> <p>2. By 2017, increase the percent of stakeholders who agree that students who are learning English as a second language are supported at the school from 85% to 88%.</p> <p>By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017,</p>				

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				<p>increase the % of stakeholders who agree that teachers provide the support students need to succeed in college/work from 80% to 83%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of</p>				

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				<p>homework assigned to students is reasonable this year from 73% to 79%.</p> <p>By 2017, increase the % of stakeholders who agree that student's homework assignments are useful and appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%.</p>				

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				<p>(Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the % of stakeholders who agree that teachers use a variety of strategies to actively engage students, emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach</p>				

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				<p>using collaboration in the classroom from 86% to 89%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers use technology to enhance student learning from 86% to 89%.</p> <p>3. By 2017, increase the percent of stakeholders who agree that students who are learning English as a second language are supported at</p>				

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				<p>the school from 85% to 88%.</p> <p>By 2017, the percent of teachers who indicate that they are using CCSS in their classroom instruction will increase from 50% to 100%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers provide the support students need to succeed in college/work from 80% to 83%.</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that teachers are challenging students to excel academically from 83% to 86%.</p> <p>By 2017, increase the % of stakeholders who agree that the amount of homework assigned to students is reasonable this year from 73% to 79%.</p> <p>By 2017, increase the % of stakeholders who agree that student's homework assignments are useful and</p>				

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				<p>appropriate this year from 79% to 82%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the % of stakeholders who agree that teachers use a variety of strategies to actively engage students,</p>				

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				<p>emphasize higher order thinking skills, and help students succeed at high levels from 81% to 85%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach using collaboration in the classroom from 86% to 89%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers use technology to enhance student</p>				

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				learning from 86% to 89%.				
<p>Conditions of Learning - Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code Section 51201 and subdivision (a) to (i), inclusive, of Sections 51220, as applicable.</p> <ul style="list-style-type: none"> -Elementary Focus 	<p>State Priority 7: Conditions of Learning (Course Access; Elementary)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A1.3: Strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy</p>	All students	All elementary schools	<p>1. By 2017, increase the % of stakeholders who agree that effective help is provided when students have difficulty with a subject/course from 75% to 81%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach in a way that is appropriate to students' abilities and interests this year from 81% to 84%.</p>	A continued focus on data-driven instruction targeted to specific needs will allow support students in reaching content mastery.	A continued focus on data-driven instruction targeted to specific needs will allow support students in reaching content mastery.	A continued focus on data-driven instruction targeted to specific needs will allow support students in reaching content mastery.	State Priority 7 SP2013 - A1.1 SP2013 - A2

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				<p>By 2017, increase the % of stakeholders who agree that individualize teaching and learning for each student happens from 71% to 77%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p>				

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				<p>2. By 2017, increase the % of stakeholders who agree that effective help is provided when students have difficulty with a subject/course from 75% to 81%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach in a way that is appropriate to students' abilities and interests this year from 81% to 84%.</p> <p>By 2017,</p>				

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				<p>increase the % of stakeholders who agree that individualize teaching and learning for each student happens from 71% to 77%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p>				

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				<p>3. By 2017, increase the % of stakeholders who agree that effective help is provided when students have difficulty with a subject/course from 75% to 81%.</p> <p>By 2017, increase the % of stakeholders who agree that teachers teach in a way that is appropriate to students' abilities and interests this year from 81% to 84%.</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that individualize teaching and learning for each student happens from 71% to 77%.</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p>				
Conditions of Learning -	State Priority 7: Conditions of Learning (Course	All Students	JLS Middle School	1. By 2017,	All students will have greater	All students will have greater	All students will have greater	State Priority 7 SP2013 - A1.1

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<p>Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code Section 51201 and subdivision (a) to (i), inclusive, of Sections 51220, as applicable.</p> <ul style="list-style-type: none"> -Secondary Focus 	<p>Access; Secondary)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A2 - Ensure post-secondary preparation by implementing the Common Core State Standards, improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP2013-A1.2: Develop and/or build upon existing range of curricular options and evidence-based delivery models, e.g. online/hybrid learning that provide flexibility and engage students' diverse talents and interests.</p> <p>SP2013-A3.4 Increase</p>		<p>Jordan Middle School Terman Middle School Gunn High School Palo Alto High School</p>	<p>increase the % of stakeholders who are satisfied with the breadth and depth of curricular offerings this year from 91% to 94%.</p> <p>By 2017, increase percent of high school students who agree they have access to courses they want to take at the high school level from 78% to 84%.</p> <p>By 2017, increase the percent of stakeholders who agree that high school</p>	<p>academic success and increased opportunities to access engaging and rigorous courses. Struggling students will benefit from increased targeted support designed to meet specific identified needs.</p>	<p>academic success and increased opportunities to access engaging and rigorous courses. Struggling students will benefit from increased targeted support designed to meet specific identified needs.</p>	<p>academic success and increased opportunities to access engaging and rigorous courses. Struggling students will benefit from increased targeted support designed to meet specific identified needs.</p>	<p>SP2013 - A2 SP2013 - A3.1 SP2013 - A3.2</p>

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	and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and low income)			<p>students receive effective career counseling on opportunities after high school or college from 63% to 69%. (Note: In 2013, 55% agreed).</p> <p>In 2017, increase the % of stakeholders who agree that high school students receive effective college counseling from 70% to 76%. (Note: In 2013, 64% agreed).</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that grading is fair across teachers and courses from 71% to 77%. (Note: In 2013, 57% agreed)</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the percentage of co-taught classes for</p>				

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				<p>special education students by 10%. (Note: In 2013-14 there were 60 co-taught classes)</p> <p>2. By 2017, increase the % of stakeholders who are satisfied with the breadth and depth of curricular offerings this year from 91% to 94%.</p> <p>By 2017, increase percent of high school students who agree they have access</p>				

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				<p>to courses they want to take at the high school level from 78% to 84%.</p> <p>By 2017, increase the percent of stakeholders who agree that high school students receive effective career counseling on opportunities after high school or college from 63% to 69%. (Note: In 2013, 55% agreed).</p> <p>In 2017, increase the % of stakeholders who agree that high school</p>				

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				<p>students receive effective college counseling from 70% to 76%. (Note: In 2013, 64% agreed).</p> <p>By 2017, increase the % of stakeholders who agree that grading is fair across teachers and courses from 71% to 77%. (Note: In 2013, 57% agreed)</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across</p>				

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				<p>teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the percentage of co-taught classes for special education students by 10%. (Note: In 2013-14 there were 60 co-taught classes)</p> <p>3. By 2017, increase the % of stakeholders who are satisfied with the breadth</p>				

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				<p>and depth of curricular offerings this year from 91% to 94%.</p> <p>By 2017, increase percent of high school students who agree they have access to courses they want to take at the high school level from 78% to 84%.</p> <p>By 2017, increase the percent of stakeholders who agree that high school students receive effective career counseling on opportunities</p>				

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				<p>after high school or college from 63% to 69%. (Note: In 2013, 55% agreed).</p> <p>In 2017, increase the % of stakeholders who agree that high school students receive effective college counseling from 70% to 76%. (Note: In 2013, 64% agreed).</p> <p>By 2017, increase the % of stakeholders who agree that grading is fair across teachers and courses from</p>				

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				<p>71% to 77%. (Note: In 2013, 57% agreed)</p> <p>By 2017, increase the % of stakeholders who agree that curriculum and instruction is consistent across teachers and courses from 61% to 75%. (Note: In 2013, 44% of stakeholders agreed).</p> <p>By 2017, increase the percentage of co-taught classes for special education students by 10%. (Note: In 2013-14 there were 60</p>				

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				co-taught classes)				
Pupil Outcomes - Share of English Learners that become English proficient, English Learner Reclassification	<p>State Priority 4: Pupil Outcomes (EL Reclassification)</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.</p>	EL students	All schools	<p>1. Meet or exceed state standards on the Annual Measurable Achievement Objectives 1, 2, 3 (AMAO) as set by the State.</p> <p>AMAO 1:</p> <p>Increase the percentage of English Learners in a cohort making annual progress in learning English from 77.7% to 80%.</p> <p>AMAO 2:</p>	Students will have greater access to a variety of courses once they are reclassified.	Students will have greater access to a variety of courses once they are reclassified.	Students will have greater access to a variety of courses once they are reclassified.	State Priority 4 SP2013 - A1 SP2013 - A3

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				<p>Increase the percentage of English Learners in a cohort who have been in the US less than five years in attaining the English Proficient Level from 40.7% to 45%.</p> <p>Increase the percentage of English Learners in a cohort who have been in the US five years or more in attaining the English Proficient Level from 57.7% to 60%.</p> <p>2.</p>				

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				<p>Meet or exceed state standards on the Annual Measurable Achievement Objectives 1, 2, 3 (AMAO) as set by the State.</p> <p>AMAO 1:</p> <p>Increase the percentage of English Learners in a cohort making annual progress in learning English from 77.7% to 80%.</p> <p>AMAO 2:</p> <p>Increase the percentage of English Learners in a cohort who have been in</p>				

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				<p>the US less than five years in attaining the English Proficient Level from 40.7% to 45%.</p> <p>Increase the percentage of English Learners in a cohort who have been in the US five years of more in attaining the English Proficient Level from 57.7% to 60%.</p> <p>3. Meet or exceed state standards on the Annual Measurable Achievement</p>				

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				<p>Objectives 1, 2, 3 (AMAO) as set by the State.</p> <p>AMAO 1:</p> <p>Increase the percentage of English Learners in a cohort making annual progress in learning English from 77.7% to 80%.</p> <p>AMAO 2:</p> <p>Increase the percentage of English Learners in a cohort who have been in the US less than five years in attaining the English Proficient</p>				

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				Level from 40.7% to 45%. Increase the percentage of English Learners in a cohort who have been in the US five years or more in attaining the English Proficient Level from 57.7% to 60%.				
Pupil Outcomes - Share of students that are college and career ready; Share of students that pass Advanced Placement Exams with 3 or higher Advanced Placement opportunities for all students	State Priority 4: Pupil Outcomes (College & Career Ready) SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student. SP2013-A3: Significantly raise the achievement of	All students	All schools	1. By 2017, increase the percentage of senior class taking and passing at least one Advanced Placement Exam before graduation from 70% to	Students will benefit from a unified K-12 approach to providing Rtl support and increased K-12 collaboration among staff.	Students will benefit from a unified K-12 approach to providing Rtl support and increased K-12 collaboration among staff.	Students will benefit from a unified K-12 approach to providing Rtl support and increased K-12 collaboration among staff.	State Priority 4; SP2013 - A1 SP2013 - A3

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	historically underserved students by ensuring equity of preparation, access and support.			<p>75%.</p> <p>By 2017, increase the percent of graduating seniors meeting the A-G requirements from 85% to 90%.</p> <p>By 2017, increase the percent of underrepresented minorities (URM) graduating seniors meeting the A-G requirements from 50% to 60%.</p> <p>By 2017, increase the percent of socio-economically</p>				

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				<p>disadvantaged (SED) graduating seniors meeting the A-G requirements from 46% to 55%.</p> <p>By 2017, increase the percent of special education graduating seniors meeting the A-G requirements from 44% to 53%.</p> <p>By 2017, increase the percent of English Learner graduating seniors meeting the A-G</p>				

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				<p>requirements from 52% to 62%.</p> <p>By 2017, increase the percent of cohort graduates from 92.7% to 95%.</p> <p>By 2017, to reduce the high school cohort dropout rate from 5.5% to 2.5%.</p> <p>By 2017, to maintain a 0% middle school cohort dropout rate.</p> <p>By 2017, to increase the API from 932 to 940.</p> <p>By 2017, increase the</p>				

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				<p>percent of 10th graders passing the CAHSEE from 98% to 99%.</p> <p>By 2017, increase the percent of 10th grade English Learners passing the CAHSEE in ELA from 83% to 85%.</p> <p>By 2017, increase the percent of 10th grade SED students passing the CAHSEE in Math from 92% to 95%.</p> <p>By 2017, increase the API Growth for SED students from 763 to</p>				

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				<p>800.</p> <p>By 2017, increase the API Growth for Students with Disabilities from 737 to 800.</p> <p>By 2017, increase the API Growth for English Learners from 850 to 875.</p> <p>By 2017, increase the API Growth for All students from 932 to 945.</p> <p>By 2017, increase the percentage of Career Technical Education (CTE) Pathway</p>				

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				offerings. All students: Set 2017 targets based on: Baseline data on SBAC assessments in ELA and Math 2. By 2017, increase the percentage of senior class taking and passing at least one Advanced Placement Exam before graduation from 70% to 75%. By 2017, increase the				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>percent of graduating seniors meeting the A-G requirements from 85% to 90%.</p> <p>By 2017, increase the percent of underrepresented minorities (URM) graduating seniors meeting the A-G requirements from 50% to 60%.</p> <p>By 2017, increase the percent of socio-economically disadvantaged (SED) graduating seniors</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>meeting the A-G requirements from 46% to 55%.</p> <p>By 2017, increase the percent of special education graduating seniors meeting the A-G requirements from 44% to 53%.</p> <p>By 2017, increase the percent of English Learner graduating seniors meeting the A-G requirements from 52% to 62%.</p>				

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				<p>By 2017, increase the percent of cohort graduates from 92.7% to 95%.</p> <p>By 2017, to reduce the high school cohort dropout rate from 5.5% to 2.5%.</p> <p>By 2017, to maintain a 0% middle school cohort dropout rate.</p> <p>By 2017, to increase the API from 932 to 940.</p> <p>By 2017, increase the percent of 10th graders passing the CAHSEE from</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>98% to 99%.</p> <p>By 2017, increase the percent of 10th grade English Learners passing the CAHSEE in ELA from 83% to 85%.</p> <p>By 2017, increase the percent of 10th grade SED students passing the CAHSEE in Math from 92% to 95%.</p> <p>By 2017, increase the API Growth for SED students from 763 to 800.</p> <p>By 2017, increase the</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>API Growth for Students with Disabilities from 737 to 800.</p> <p>By 2017, increase the API Growth for English Learners from 850 to 875.</p> <p>By 2017, increase the API Growth for All students from 932 to 945.</p> <p>By 2017, increase the percentage of Career Technical Education (CTE) Pathway offerings.</p> <p>All students: Set 2017</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>targets based on: Baseline data on SBAC assessments in ELA and Math</p> <p>3. By 2017, increase the percentage of senior class taking and passing at least one Advanced Placement Exam before graduation from 70% to 75%.</p> <p>By 2017, increase the percent of graduating seniors meeting the A-</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>G requirements from 85% to 90%.</p> <p>By 2017, increase the percent of underrepresented minorities (URM) graduating seniors meeting the A-G requirements from 50% to 60%.</p> <p>By 2017, increase the percent of socio-economically disadvantaged (SED) graduating seniors meeting the A-G requirements from 46% to</p>				

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				<p>55%.</p> <p>By 2017, increase the percent of special education graduating seniors meeting the A-G requirements from 44% to 53%.</p> <p>By 2017, increase the percent of English Learner graduating seniors meeting the A-G requirements from 52% to 62%.</p> <p>By 2017, increase the percent of cohort</p>				

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				<p>graduates from 92.7% to 95%.</p> <p>By 2017, to reduce the high school cohort dropout rate from 5.5% to 2.5%.</p> <p>By 2017, to maintain a 0% middle school cohort dropout rate.</p> <p>By 2017, to increase the API from 932 to 940.</p> <p>By 2017, increase the percent of 10th graders passing the CAHSEE from 98% to 99%.</p> <p>By 2017, increase the</p>				

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				<p>percent of 10th grade English Learners passing the CAHSEE in ELA from 83% to 85%.</p> <p>By 2017, increase the percent of 10th grade SED students passing the CAHSEE in Math from 92% to 95%.</p> <p>By 2017, increase the API Growth for SED students from 763 to 800.</p> <p>By 2017, increase the API Growth for Students with Disabilities from 737 to</p>				

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				<p>800.</p> <p>By 2017, increase the API Growth for English Learners from 850 to 875.</p> <p>By 2017, increase the API Growth for All students from 932 to 945.</p> <p>By 2017, increase the percentage of Career Technical Education (CTE) Pathway offerings.</p> <p>All students: Set 2017 targets based on: Baseline data on SBAC</p>				

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				assessments in ELA and Math				
Student Engagement: (school attendance rates, chronic absenteeism rates)	<p>State Priority 5: Student Engagement (attendance, truancy)</p> <p>SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being.</p> <p>SP2013-B1.1: Identify key social, emotional and physical needs of students, provide support for these needs across sites and monitor student development.</p>	All students	All schools	<p>1. By 2017, reduce district-wide truancy rates from 50% to 35% (5% annually) through the development of formalized policies and practices that support students consistent attendance in school.</p> <p>(Note: Truancy rate as defined by California Ed Code 48260 is "a pupil who is absent from</p>	<p>1) Greater awareness and accountability regarding student attendance and reporting.</p> <p>2) Higher engagement for students to better access the curriculum and feel connected to school.</p> <p>3) Increase adult-student interactions and intervention for advocacy and engagement.</p>	<p>1) Greater awareness and accountability regarding student attendance and reporting.</p> <p>2) Higher engagement for students to better access the curriculum and feel connected to school.</p> <p>3) Increase adult-student interactions and intervention for advocacy and engagement.</p>	<p>1) Greater awareness and accountability regarding student attendance and reporting.</p> <p>2) Higher engagement for students to better access the curriculum and feel connected to school.</p> <p>3) Increase adult-student interactions and intervention for advocacy and engagement.</p>	State Priority 5 SP2013 - B2 SP2013 - B2.1

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				<p>school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof)</p> <p>By 2017, increase the percent of students who feel connected and engaged in school from 76% to 82%. (Note: in 2013, 69% were satisfied.</p> <p>Increase the</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>number of students reporting 'high' on the School connectedness scale on the CHKS.</p> <p>By 2017, increase the percent of students who are satisfied with their level of enjoyment while learning from 69% to 75%.</p> <p>2. By 2017, reduce district-wide truancy rates from 50% to 35% (5% annually) through the development of formalized policies and</p>				

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				<p>practices that support students consistent attendance in school.</p> <p>(Note: Truancy rate as defined by California Ed Code 48260 is "a pupil who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof)</p>				

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				<p>By 2017, increase the percent of students who feel connected and engaged in school from 76% to 82%. (Note: in 2013, 69% were satisfied.</p> <p>Increase the number of students reporting 'high' on the School connectedness scale on the CHKS.</p> <p>By 2017, increase the percent of students who are satisfied with their level of enjoyment while learning from 69% to 75%.</p>				

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				<p>3. By 2017, reduce district-wide truancy rates from 50% to 35% (5% annually) through the development of formalized policies and practices that support students consistent attendance in school.</p> <p>(Note: Truancy rate as defined by California Ed Code 48260 is "a pupil who is absent from school without a valid excuse three full days in one school</p>				

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				<p>year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof)</p> <p>By 2017, increase the percent of students who feel connected and engaged in school from 76% to 82%. (Note: in 2013, 69% were satisfied.</p> <p>Increase the number of students reporting 'high' on the School</p>				

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				connectedness scale on the CHKS. By 2017, increase the percent of students who are satisfied with their level of enjoyment while learning from 69% to 75%.				
School Climate: Local measures including surveys of students parents and teachers on the sense of safety and school connectedness	State Priority 6: School Climate: SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being SP2013-B2.1: Ensure school environments are safe and welcoming for all students, through student education, mentoring relationships, research	All students	All schools	1. By 2015, establish a baseline to measure and document records of reported bullying across the District by site (Form A) Increase the percent of stakeholders	1) Continue to clarify and build understanding of new procedures, guidelines and best practices around school safety and bullying prevention for students, parents, staff and community at large.	1) Continue to clarify and build understanding of new procedures, guidelines and best practices around school safety and bullying prevention for students, parents, staff and community at large.	1) Continue to clarify and build understanding of new procedures, guidelines and best practices around school safety and bullying prevention for students, parents, staff and community at large.	State Priority 6 SP2013 - B2.2 SP2013 - B2.1

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	based programs, training for staff, volunteers and substitutes and avenues for students to access support.			<p>who are satisfied with PAUSD's response to student conflict's/bullying/harassment from 73% to 79% by 2017. (Note: In 2013, 65% were satisfied.</p> <p>Increase the percent of students who feel safe at school, as indicated by the CHKS, PARCS, and Strategic Plan Survey.</p> <p>Board Policy and Administrative Regulations regarding bullying adopted and fully</p>	2) Students feel supported to reach their highest potential.	2) Students feel supported to reach their highest potential.	2) Students feel supported to reach their highest potential.	

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				<p>implemented at school sites.</p> <p>By 2017, increase the % of stakeholders who agree that there are after school opportunities for struggling students from 81% to 84%.</p> <p>By 2017, increase the % of stakeholders who agree that there are sufficient services to support students with challenging situations from 78% to 81%.</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that under-performing students are well-supported to improve academically from 67% to 71% by 2017.</p> <p>By 2017, increase the % of stakeholders who agree that there are high expectations for all students from 86% to 89%. (Note: In 2013, 81% agreed)</p> <p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional</p>				

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				<p>experience students had this year from 80% to 83%.</p> <p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional experience students had in PAUSD from 82% to 85%.</p> <p>By 2017, increase the % of stakeholders who are satisfied with the non-academic counseling and guidance students received this year from 74%</p>				

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				<p>to 80%.</p> <p>By 2017, increase the percent of stakeholders who are satisfied with the academic, college, and career counseling and guidance students received this year from 72% to 78%.</p> <p>By 2017, increase the percent of stakeholders who agree that school has a culture of trust from 80% to 83%.</p> <p>2.</p>				

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				<p>By 2015, establish a baseline to measure and document records of reported bullying across the District by site (Form A)</p> <p>Increase the percent of stakeholders who are satisfied with PAUSD's response to student conflict's/bullying/harassment from 73% to 79% by 2017. (Note: In 2013, 65% were satisfied.</p> <p>Increase the percent of students who feel safe at school, as</p>				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>indicated by the CHKS, PARCS, and Strategic Plan Survey.</p> <p>Board Policy and Administrative Regulations regarding bullying adopted and fully implemented at school sites.</p> <p>By 2017, increase the % of stakeholders who agree that there are after school opportunities for struggling students from 81% to 84%.</p> <p>By 2017, increase the % of</p>				

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				<p>stakeholders who agree that there are sufficient services to support students with challenging situations from 78% to 81%.</p> <p>By 2017, increase the % of stakeholders who agree that under-performing students are well-supported to improve academically from 67% to 71% by 2017.</p> <p>By 2017, increase the % of stakeholders who agree that there are high expectations</p>				

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				<p>for all students from 86% to 89%. (Note: In 2013, 81% agreed)</p> <p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional experience students had this year from 80% to 83%.</p> <p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional experience students had in PAUSD from 82% to 85%.</p>				

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				<p>By 2017, increase the % of stakeholders who are satisfied with the non-academic counseling and guidance students received this year from 74% to 80%.</p> <p>By 2017, increase the percent of stakeholders who are satisfied with the academic, college, and career counseling and guidance students received this year from 72% to 78%.</p>				

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				<p>By 2017, increase the percent of stakeholders who agree that school has a culture of trust from 80% to 83%.</p> <p>3. By 2015, establish a baseline to measure and document records of reported bullying across the District by site (Form A)</p> <p>Increase the percent of stakeholders who are satisfied with PAUSD's response to</p>				

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				<p>student conflict's/bullying/harassment from 73% to 79% by 2017. (Note: In 2013, 65% were satisfied.</p> <p>Increase the percent of students who feel safe at school, as indicated by the CHKS, PARCS, and Strategic Plan Survey.</p> <p>Board Policy and Administrative Regulations regarding bullying adopted and fully implemented at school sites.</p> <p>By 2017,</p>				

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				<p>increase the % of stakeholders who agree that there are after school opportunities for struggling students from 81% to 84%.</p> <p>By 2017, increase the % of stakeholders who agree that there are sufficient services to support students with challenging situations from 78% to 81%.</p> <p>By 2017, increase the % of stakeholders who agree that under-performing</p>				

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				<p>students are well-supported to improve academically from 67% to 71% by 2017.</p> <p>By 2017, increase the % of stakeholders who agree that there are high expectations for all students from 86% to 89%. (Note: In 2013, 81% agreed)</p> <p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional experience students had this year from 80% to 83%.</p>				

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				<p>By 2017, increase the % of stakeholders who are satisfied with the social and emotional experience students had in PAUSD from 82% to 85%.</p> <p>By 2017, increase the % of stakeholders who are satisfied with the non-academic counseling and guidance students received this year from 74% to 80%.</p> <p>By 2017, increase the</p>				

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				<p>percent of stakeholders who are satisfied with the academic, college, and career counseling and guidance students received this year from 72% to 78%.</p> <p>By 2017, increase the percent of stakeholders who agree that school has a culture of trust from 80% to 83%.</p>				
Parent Involvement: efforts to seek parent input in decision making, promotion of parent participation in	State Priority 3: Parent Involvement: SP2013-A3.1: Write and implement an action plan	All students	All schools	1. By 2017, increase the percent of stakeholders	Enhancing home school connection, which research suggests	Enhancing home school connection, which research suggests	Enhancing home school connection, which research suggests	State Priority 3 SP2013 - A3.1 SP2013 - A3.2 SP2013 - E SP2013 - E1

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programs for unduplicated pupils and special needs subgroups	<p>with key stakeholders to examine and address processes, procedures, and cultural conditions that may serve as barriers to the high achievement of underserved students.</p> <p>SP2013-A3.2: Raise awareness of available resources to support student learning</p> <p>SP2013-E: Create a focused, transparent governance process that is a model of informed communication, evidence-based decision making, and clarity of responsibility between Board, District and Sites.</p> <p>SP2013-E1: Engender trust with the community through frequent, clear, transparent, and varied communication.</p>			<p>who are satisfied with district and school board communications from 83% to 86%.</p> <p>By 2017, increase the percent of stakeholders who are satisfied with school communication from 88% to 91%.</p> <p>By 2017, increase the percent of students and parents who agree they have opportunity to provide feedback from 57% to 67%.</p> <p>By 2017,</p>	supports student engagement.	supports student engagement.	supports student engagement.	

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				<p>increase the percent of parents who agree that the technological tools provided by my child's school help my child learn and communicate with his/her peers and teacher from 90% to 93%.</p> <p>By 2017, increase the percent of stakeholders who agree that teachers use technological tools to communicate effectively with students from 83% to 85%.</p>				

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				<p>2. By 2017, increase the percent of stakeholders who are satisfied with district and school board communications from 83% to 86%.</p> <p>By 2017, increase the percent of stakeholders who are satisfied with school communication from 88% to 91%.</p> <p>By 2017, increase the percent of students and parents who agree they have opportunity to</p>				

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				<p>provide feedback from 57% to 67%.</p> <p>By 2017, increase the percent of parents who agree that the technological tools provided by my child's school help my child learn and communicate with his/her peers and teacher from 90% to 93%.</p> <p>By 2017, increase the percent of stakeholders who agree that teachers use technological tools to communicate effectively with students from</p>				

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				<p>83% to 85%.</p> <p>3. By 2017, increase the percent of stakeholders who are satisfied with district and school board communications from 83% to 86%.</p> <p>By 2017, increase the percent of stakeholders who are satisfied with school communication from 88% to 91%.</p> <p>By 2017, increase the</p>				

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				<p>percent of students and parents who agree they have opportunity to provide feedback from 57% to 67%.</p> <p>By 2017, increase the percent of parents who agree that the technological tools provided by my child's school help my child learn and communicate with his/her peers and teacher from 90% to 93%.</p> <p>By 2017, increase the percent of stakeholders who agree that</p>				

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				teachers use technological tools to communicate effectively with students from 83% to 85%.				
Other Pupil Outcomes (Pupil outcomes in the subject areas described in Ed Code section 51210 and subdivision (a) to (i), inclusive of Ed Code section 51220, as applicable)	<p>State Priority 8: Other Pupil Outcomes</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.</p> <p>SP2013-A1.3: Strengthen the use of prevention and early intervention</p>	All students	All schools	<p>1. Reduce the number of D's and F's by 10% for students in middle school and high school.</p> <p>B7 2017, increase the percent of students in grades 2-5 who are on grade level on the DRA from 92.9% to 95%.</p>	Students will receive continued feedback about their progress on local assessments and evaluations to improve learning and future performance on assessments.	Students will receive continued feedback about their progress on local assessments and evaluations to improve learning and future performance on assessments.	Students will receive continued feedback about their progress on local assessments and evaluations to improve learning and future performance on assessments.	State Priority 8 SP2013 - A1 SP2013 - A3 SP2013 - A1.3

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	strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy			<p>By 2017, increase the percent of students in grades 2-5 who are proficient as measured by the PAUSD Math assessment from 93.7% to 96%.</p> <p>Monitor and track performance of EL and SED students on local measures such as DRA, PAUSD math, ERB and recently adopted writing rubrics from Teachers College.</p> <p>2.</p>				

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				<p>Reduce the number of D's and F's by 10% for students in middle school and high school.</p> <p>B7 2017, increase the percent of students in grades 2-5 who are on grade level on the DRA from 92.9% to 95%.</p> <p>By 2017, increase the percent of students in grades 2-5 who are proficient as measured by the PAUSD Math assessment from 93.7% to 96%.</p>				

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				<p>Monitor and track performance of EL and SED students on local measures such as DRA, PAUSD math, ERB and recently adopted writing rubrics from Teachers College.</p> <p>3. Reduce the number of D's and F's by 10% for students in middle school and high school.</p> <p>B7 2017, increase the percent of students in</p>				

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				<p>grades 2-5 who are on grade level on the DRA from 92.9% to 95%.</p> <p>By 2017, increase the percent of students in grades 2-5 who are proficient as measured by the PAUSD Math assessment from 93.7% to 96%.</p> <p>Monitor and track performance of EL and SED students on local measures such as DRA, PAUSD math, ERB and recently adopted</p>				

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				writing rubrics from Teachers College.				

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
<p>State Priority 1: Basic (Teacher credentialing)</p> <p>SP2013-C: Create an exceptional, positive teaching environment by developing, recruiting, and retaining the most talented staff and supporting a culture of professional growth and innovation.</p> <p>SP2013-A3.4: Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and low income)</p> <p>SP2013-C3: Ensure strong talent and</p>	<p>State Priority 1</p> <p>SP2013-C</p> <p>SP2013-C3.3</p> <p>SP2013-A3.4</p>	<p>PAUSD will use State BTSA Accreditation Cycle to monitor Professional growth of new teachers. BTSA Director and Coordinator will participate in PD to increase awareness of LCAP coordination</p> <p>2. PAUSD will use State BTSA Accreditation Cycle to monitor Professional growth of new teachers. BTSA Director and Coordinator will participate in PD to increase awareness of LCAP coordination</p> <p>3. PAUSD will use State BTSA Accreditation Cycle to monitor Professional growth of new teachers. BTSA Director and Coordinator will participate in PD to increase awareness of LCAP coordination</p>			<p>Director 1000-1999: Certificated Personnel Salaries Supplemental 67,345</p> <p>Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 53,235</p>	<p>Director 1000-1999: Certificated Personnel Salaries Supplemental 67,345</p> <p>Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 53,235</p>	<p>Director 1000-1999: Certificated Personnel Salaries Supplemental 67,345</p> <p>Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 53,235</p>
		<p>The BTSA program will use the Portfolio Review process to monitor growth and guide implementation practices. BTSA coaches and BTSA Coordinator will deliver CA teaching standards that target LCFF groups through BTSA program</p>			<p>BTSA Coaches 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental 114,000</p>	<p>BTSA Coaches 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental 114,000</p>	<p>BTSA Coaches 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental 114,000</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>administrative and teaching roles that reflect the diversity of our community.</p> <p>SP2013-C3.3: Recruit and hire staff that reflect the diversity of our community.</p>		<p>2. The BTSA program will use the Portfolio Review process to monitor growth and guide implementation practices. BTSA coaches and BTSA Coordinator will deliver CA teaching standards that target LCFF groups through BTSA program</p> <p>3. The BTSA program will use the Portfolio Review process to monitor growth and guide implementation practices. BTSA coaches and BTSA Coordinator will deliver CA teaching standards that target LCFF groups through BTSA program</p>					
		<p>Staff will monitor hiring practices and use the state accountability system Dataquest to check for goals of increasing the reflection of diversity of PAUSD staff</p> <p>PAUSD will attend recruitment fairs with a diverse representation of staff.</p>			Embedded within the Human Resources department	Embedded within the Human Resources department	Embedded within the Human Resources department

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Staff will monitor hiring practices and use the state accountability system Dataquest to check for goals of increasing the reflection of diversity of PAUSD staff</p> <p>PAUSD will attend recruitment fairs with a diverse representation of staff.</p> <p>3. Staff will monitor hiring practices and use the state accountability system Dataquest to check for goals of increasing the reflection of diversity of PAUSD staff</p> <p>PAUSD will attend recruitment fairs with a diverse representation of staff.</p>					
		<p>Staff will participated in 18 hours of PD every two years</p> <p>2. Staff will participated in 18 hours of PD every two years</p> <p>3. Staff will participated in 18 hours of PD every two years</p>			PD Stipends (PD Budget)	PD Stipends (PD Budget)	PD Stipends (PD 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
		Training for Instructional Aides 2. Training for Instructional Aides 3. Training for Instructional Aides			Professional Development (PD Budget)	Professional Development (PD Budget)	Professional Development (PD Budget)
State Priority 1: Basic (Instructional Materials) SP2013-D1: Optimize the use of resources for the maximum impact on student learning	State Priority 1 SP2013-D1	Prioritize purchasing based on analysis of need of instructional materials, developing subject area adoption cycle and related budget to purchase instructional materials in Years 2 and 3. 2. Prioritize purchasing based on analysis of need of instructional materials, developing subject area adoption cycle and related budget to purchase instructional materials in Years 2 and 3. 3. Prioritize purchasing based on analysis of need of instructional materials, developing subject area adoption cycle and related budget to purchase instructional materials in Years 2 and 3.			Embedded in the job responsibilities of Educational Services Department Purchase Materials	Embedded in the job responsibilities of Educational Services Department Purchase Materials	Embedded in the job responsibilities of Educational Services Department Purchase Materials
		Survey sites annually to determine need of instructional materials for all students.			Embedded in the job responsibilities of Educational Services Department	Embedded in the job responsibilities of Educational Services Department	Embedded in the job responsibilities of Educational Services Department

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Survey sites annually to determine need of instructional materials for all students.</p> <p>3. Survey sites annually to determine need of instructional materials for all students.</p>					
<p>State Priority 1: Basic (Facilities)</p> <p>SP2013-D: Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent steward resources, enhanced public/private support, and strong community partnerships.</p> <p>SP2013-D1: Optimize the use of resources for maximum impact on student learning</p>	<p>State Priority 1 SP2013-D SP2013-D1</p>	<p>Inspect and assess all district buildings as required to ensure compliance with applicable standards and codes.</p> <p>2. Inspect and assess all district buildings as required to ensure compliance with applicable standards and codes.</p> <p>3. Inspect and assess all district buildings as required to ensure compliance with applicable standards and codes.</p>			Components needing repair/replacement shall be identified by building and associated costs generated.	Components needing repair/replacement shall be identified by building and associated costs generated.	Components needing repair/replacement shall be identified by building and associated costs generated.
		<p>Routine and preventative maintenance inspections to protect building interior components.</p> <p>2. Routine and preventative maintenance inspections to protect building interior components.</p>			Preventative maintenance for interior components to mitigate moisture intrusion, ensure clean, sanitary, and safe environment	Preventative maintenance for interior components to mitigate moisture intrusion, ensure clean, sanitary, and safe environment	Preventative maintenance for interior components to mitigate moisture intrusion, ensure clean, sanitary, and safe environment

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Routine and preventative maintenance inspections to protect building interior components.					
		Provide maintenance of landscaping activities to ensure a reasonable appearance. 2. Provide maintenance of landscaping activities to ensure a reasonable appearance. 3. Provide maintenance of landscaping activities to ensure a reasonable appearance.			Ongoing maintenance of landscaping to provide safety and reasonable appearance	Ongoing maintenance of landscaping to provide safety and reasonable appearance	Ongoing maintenance of landscaping to provide safety and reasonable appearance
		All building systems, including electrical, plumbing, HVAC, data, fire, security, and signage shall be inspected and deemed acceptable by recognized industry standards for each system 2. All building systems, including electrical, plumbing, HVAC, data, fire, security, and signage shall be inspected and deemed acceptable by recognized industry standards for each system			Components needing repair/replacement shall be identified by building and associated costs generated	Components needing repair/replacement shall be identified by building and associated costs generated	Components needing repair/replacement shall be identified by building and associated costs generated

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. All building systems, including electrical, plumbing, HVAC, data, fire, security, and signage shall be inspected and deemed acceptable by recognized industry standards for each system					
<p>State Priority 2: Conditions of Learning (CCSS; all)</p> <p>SP2013-A2: Ensure post-secondary preparation by implementing the Common Core State Standards, improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP-2013-A2.1: Integrate Common Core State Standards with an emphasis on content mastery, critical thinking, creativity, communication, collaboration, and technological</p>	<p>State Priority 2</p> <p>SP2013 - A2</p> <p>SP2013 - A2.1</p> <p>SP2013 - C1</p> <p>SP2013 - E2.2</p>	<p>Use goals and actions from CCSS implementation plan to evaluate progress towards CCSS implementation.</p> <p>Use feedback from professional development evaluations, teacher focus groups, and annual teacher surveys to gather data and inform subsequent updates to CCSS implementation plan.</p>			Embedded in salaries of district administrators in the Educational Services department	Embedded in salaries of district administrators in the Educational Services department	Embedded in salaries of district administrators in the Educational Services department

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?		
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<p>literacy.</p> <p>SP2013-C1: Foster a culture of relevant and effective professional growth among all staff to develop a community of learners.</p> <p>SP2013-E2.2: Improve vertical and horizontal alignment on academic rigor, grading, and cultivation in core skills and content</p>		<p>2. Use goals and actions from CCSS implementation plan to evaluate progress towards CCSS implementation.</p> <p>Use feedback from professional development evaluations, teacher focus groups, and annual teacher surveys to gather data and inform subsequent updates to CCSS implementation plan.</p> <p>3. Use goals and actions from CCSS implementation plan to evaluate progress towards CCSS implementation.</p> <p>Use feedback from professional development evaluations, teacher focus groups, and annual teacher surveys to gather data and inform subsequent updates to CCSS implementation plan.</p>					

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Use current systems of teacher collaboration and professional learning to implement the CCSS Implementation Plan for vertical and horizontal alignment (e.g., Middle School Teams, Grade Level Collaboration, High School Department Meetings).</p> <p>2. Use current systems of teacher collaboration and professional learning to implement the CCSS Implementation Plan for vertical and horizontal alignment (e.g., Middle School Teams, Grade Level Collaboration, High School Department Meetings).</p>			<p>Embedded in certificated teacher salaries for regular contracted time;</p> <p>CCSS budget for PD that occurs outside of the contracted day</p>	<p>Embedded in certificated teacher salaries for regular contracted time;</p> <p>CCSS budget for PD that occurs outside of the contracted day</p>	<p>Embedded in certificated teacher salaries for regular contracted time;</p> <p>CCSS budget for PD that occurs outside of the contracted day</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Use current systems of teacher collaboration and professional learning to implement the CCSS Implementation Plan for vertical and horizontal alignment (e.g., Middle School Teams, Grade Level Collaboration, High School Department Meetings).					
		Administrators provide opportunities and support collaboration efforts by ensuring time and structures are provided (e.g., Steering Committees, Instructional Supervisor meetings, Department and grade level meetings)			Embedded in teacher and administrator salaries	Embedded in teacher and administrator salaries	Embedded in teacher and administrator salaries

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Administrators provide opportunities and support collaboration efforts by ensuring time and structures are provided (e.g., Steering Committees, Instructional Supervisor meetings, Department and grade level meetings)</p> <p>3. Administrators provide opportunities and support collaboration efforts by ensuring time and structures are provided (e.g., Steering Committees, Instructional Supervisor meetings, Department and grade level meetings)</p>					
		<p>District CCSS Implementation Plan to be updated annually.</p> <p>2. District CCSS Implementation Plan to be updated annually.</p>			Embedded in administrative salaries of Educational Services	Embedded in administrative salaries of Educational Services	Embedded in administrative salaries of Educational Services

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. District CCSS Implementation Plan to be updated annually.					
		<p>Site-based professional development plans will include a focus on deepening understanding of CCSS all teachers each year</p> <p>2. Site-based professional development plans will include a focus on deepening understanding of CCSS all teachers each year</p> <p>3. Site-based professional development plans will include a focus on deepening understanding of CCSS all teachers each year</p>			Embedded in school site budgets	Embedded in school site budgets	Embedded in school site budgets
<p>State Priority 2: Conditions of Learning (CCSS; EL)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content</p>	<p>State Priority 2</p> <p>SP2013 - A1.1</p> <p>SP2013 - A3.4</p>	<p>This is addressed in Section 3: Actions for Students in the LCFF subgroups</p> <p>2. This is addressed in Section 3: Actions for Students in the LCFF subgroups</p> <p>3. This is addressed in Section 3: Actions for Students in the LCFF subgroups</p>					

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mastery. SP2013-A3.4 Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and low income)							
State Priority 7: Conditions of Learning (Course Access; Elementary) SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.	State Priority 7 SP2013 - A1.1 SP2013 - A2	Use RTI to identify and offer strategic support to struggling students 2. Use RTI to identify and offer strategic support to struggling students			Rtl coaches salaries (CCSS Budget) RTI TOSA (50% salary - EIA)	Rtl coaches salaries (CCSS Budget) RTI TOSA (50% salary - EIA)	Rtl coaches salaries (CCSS Budget) RTI TOSA (50% salary - EIA)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
SP2013-A1.3: Strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy		3. Use RTI to identify and offer strategic support to struggling students					
		<p>All elementary students will continue to be provided access to a wide range of courses including library-media, music, pe, and art provided by specialists.</p> <p>2. All elementary students will continue to be provided access to a wide range of courses including library-media, music, pe, and art provided by specialists.</p> <p>3. All elementary students will continue to be provided access to a wide range of courses including library-media, music, pe, and art provided by specialists.</p>			<p>Music Teacher Specialists (general fund)</p> <p>Spectra Art (PIE?)</p> <p>PE Teachers (General fund)</p>	<p>Music Teacher Specialists (general fund)</p> <p>Spectra Art (PIE?)</p> <p>PE Teachers (General fund)</p>	<p>Music Teacher Specialists (general fund)</p> <p>Spectra Art (PIE?)</p> <p>PE Teachers (General fund)</p>
		<p>Continue to support high quality literacy instruction through partnership with Teacher's College</p> <p>2. Continue to support high quality literacy instruction through partnership with Teacher's College</p>			Professional Development (CCSS budget through May 2015, PD budget from there)	Professional Development (CCSS budget through May 2015, PD budget from there)	Professional Development (CCSS budget through May 2015, PD budget from there)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to support high quality literacy instruction through partnership with Teacher's College					
<p>State Priority 7: Conditions of Learning (Course Access; Secondary)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A2 - Ensure post-secondary preparation by implementing the Common Core State Standards, improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP2013-A1.2: Develop and/or</p>	<p>State Priority 7</p> <p>SP2013 - A1.1</p> <p>SP2013 - A2</p> <p>SP2013 - A3.1</p> <p>SP2013 - A3.2</p>	<p>Monitor semester grades of students enrolled in intervention programs.</p> <p>Create support structures at the middle school level to prepare students to reach the A-G graduation requirements, with a focus on World Languages and mathematics coursework.</p> <p>2. Monitor semester grades of students enrolled in intervention programs.</p> <p>Create support structures at the middle school level to prepare students to reach the A-G graduation requirements, with a focus on World Languages and mathematics coursework.</p>			Embedded in counselor and administer salaries	Embedded in counselor and administer salaries	Embedded in counselor and administer salaries

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<p>build upon existing range of curricular options and evidence-based delivery models, e.g. online/hybrid learning that provide flexibility and engage students' diverse talents and interests.</p> <p>SP2013-A3.4 Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners,</p>		<p>3. Monitor semester grades of students enrolled in intervention programs.</p> <p>Create support structures at the middle school level to prepare students to reach the A-G graduation requirements, with a focus on World Languages and mathematics coursework.</p>					
		Co-teaching classrooms, push-in models using literacy, math and English learner specialists, common preparatory periods, instructional coaching and PLC groups will be implemented using current and new systems of collaboration.			Embedded in teacher and administrator salaries	Embedded in teacher and administrator salaries	Embedded in teacher and administrator salaries

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Co-teaching classrooms, push-in models using literacy, math and English learner specialists, common preparatory periods, instructional coaching and PLC groups will be implemented using current and new systems of collaboration.</p> <p>3. Co-teaching classrooms, push-in models using literacy, math and English learner specialists, common preparatory periods, instructional coaching and PLC groups will be implemented using current and new systems of collaboration.</p>					
		School RTI coaches work with teachers in identifying needs to guide efforts to ensure access to rigorous course work.			RTI Coaches (EIA)	RTI Coaches (EIA)	RTI Coaches (EIA)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. School RTI coaches work with teachers in identifying needs to guide efforts to ensure access to rigorous course work.</p> <p>3. School RTI coaches work with teachers in identifying needs to guide efforts to ensure access to rigorous course work.</p>					
		<p>Review and share data on achieving academic competence on AP participation and successful AP participation with counselors, teachers and community annually.</p> <p>Provide counselors with training for advising students about AP course options.</p> <p>Monitor the progress of students enrolled in AP courses and provide opportunities for support, both in and out of class.</p>			<p>Embedded in salaries for Director of Assessment and Coordinator of Student Services</p> <p>Embedded in teacher and administrator salaries</p>	<p>Embedded in salaries for Director of Assessment and Coordinator of Student Services</p> <p>Embedded in teacher and administrator salaries</p>	<p>Embedded in salaries for Director of Assessment and Coordinator of Student Services</p> <p>Embedded in teacher and administrator salaries</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Review and share data on achieving academic competence on AP participation and successful AP participation with counselors, teachers and community annually.</p> <p>Provide counselors with training for advising students about AP course options.</p> <p>Monitor the progress of students enrolled in AP courses and provide opportunities for support, both in and out of class.</p>					

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Review and share data on achieving academic competence on AP participation and successful AP participation with counselors, teachers and community annually.</p> <p>Provide counselors with training for advising students about AP course options.</p> <p>Monitor the progress of students enrolled in AP courses and provide opportunities for support, both in and out of class.</p>					
		<p>Exploring/increasing variety of curricular options available to students</p> <p>Examine lane consistency across high schools, and in particular its affects on A-G coursework.</p>			Embedded in the salary of the Director of Secondary Education; the instructional supervisors and the Educational Services team.	Embedded in the salary of the Director of Secondary Education; the instructional supervisors and the Educational Services team.	Embedded in the salary of the Director of Secondary Education; the instructional supervisors and the Educational Services team.

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Exploring/increasing variety of curricular options available to students</p> <p>Examine lane consistency across high schools, and in particular its affects on A-G coursework.</p> <p>3. Exploring/increasing variety of curricular options available to students</p> <p>Examine lane consistency across high schools, and in particular its affects on A-G coursework.</p>					
<p>State Priority 4: Pupil Outcomes (EL Reclassification)</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise</p>	<p>State Priority 4</p> <p>SP2013 - A1</p> <p>SP2013 - A3</p>	<p>This is addressed in Section 3: Actions for students in the LCFF subgroup</p> <p>2. This is addressed in Section 3: Actions for students in the LCFF subgroup</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
the achievement of historically underserved students by ensuring equity of preparation, access and support.		3. This is addressed in Section 3: Actions for students in the LCFF subgroup					
<p>State Priority 4: Pupil Outcomes (College & Career Ready)</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.</p>	<p>State Priority 4; SP2013 - A1 SP2013 - A3</p>	<p>Work with school teams to support the implementation of a culture of PLCs to establish a consistent structure to support Rtl efforts K-12.</p> <p>2. Work with school teams to support the implementation of a culture of PLCs to establish a consistent structure to support Rtl efforts K-12.</p> <p>3. Work with school teams to support the implementation of a culture of PLCs to establish a consistent structure to support Rtl efforts K-12.</p>			<p>Hire consultant (Austin Buffum) (CCSS Budget)</p>	<p>Hire consultant (Austin Buffum) (CCSS Budget)</p>	<p>Hire consultant (Austin Buffum) (CCSS Budget)</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
		A comprehensive K-12 Rtl plan is developed and implemented. 2. A comprehensive K-12 Rtl plan is developed and implemented. 3. A comprehensive K-12 Rtl plan is developed and implemented.			Embedded within the salaries of the administrators in the Educational Services Department	Embedded within the salaries of the administrators in the Educational Services Department	Embedded within the salaries of the administrators in the Educational Services Department
		Each school team attends sessions, develops a school plan, provides site leadership and shares its work with all other school teams. 2. Each school team attends sessions, develops a school plan, provides site leadership and shares its work with all other school teams. 3. Each school team attends sessions, develops a school plan, provides site leadership and shares its work with all other school teams.			Professional Development (PD Budget)	Professional Development (PD Budget)	Professional Development (PD Budget)
		Administer a college/career readiness survey, CampusReady, designed to target the four key areas of college success defined by Dr. David Conley from the Educational Policy Improvement Center (EPIC)			Contract with EPIC (CCSS Budget)	Contract with EPIC (CCSS Budget)	Contract with EPIC (CCSS 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
		<p>2. Administer a college/career readiness survey, CampusReady, designed to target the four key areas of college success defined by Dr. David Conley from the Educational Policy Improvement Center (EPIC)</p> <p>3. Administer a college/career readiness survey, CampusReady, designed to target the four key areas of college success defined by Dr. David Conley from the Educational Policy Improvement Center (EPIC)</p>					
<p>State Priority 5: Student Engagement (attendance, truancy)</p> <p>SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being.</p> <p>SP2013-B1.1: Identify key social, emotional and physical needs of students, provide support for these needs across sites</p>	<p>State Priority 5 SP2013 - B2 SP2013 - B2.1</p>	<p>Expanded services to promote student attendance and connectedness for all students</p> <p>2. Expanded services to promote student attendance and connectedness for all students</p> <p>3. Expanded services to promote student attendance and connectedness for all students</p>			<p>Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators</p>	<p>Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators</p>	<p>Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators</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
and monitor student development.		Review and analyze all PAUSD student attendance; current systems and support services that promote student attendance and connectedness for all students. 2. Review and analyze all PAUSD student attendance; current systems and support services that promote student attendance and connectedness for all students. 3. Review and analyze all PAUSD student attendance; current systems and support services that promote student attendance and connectedness for all students.			Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators	Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators	Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators
		Monitoring by District Office Administration of school site adherence to interventions to reduce truancy, daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams and site/district SARB meetings.			Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators	Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators	Embedded within the job responsibilities of Coordinator of Student Services, Associate Superintendent of Educational Services and site administrators

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Monitoring by District Office Administration of school site adherence to interventions to reduce truancy, daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams and site/district SARB meetings.</p> <p>3. Monitoring by District Office Administration of school site adherence to interventions to reduce truancy, daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams and site/district SARB meetings.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Review student handbook, school websites and other communication tools and to ensure that they reflect consistent practices for implementation around Board Policy and Administrative Regulations related to attendance and clarity to stakeholders around expectations.</p> <p>2. Review student handbook, school websites and other communication tools and to ensure that they reflect consistent practices for implementation around Board Policy and Administrative Regulations related to attendance and clarity to stakeholders around expectations.</p> <p>3. Review student handbook, school websites and other communication tools and to ensure that they reflect consistent practices for implementation around Board Policy and Administrative Regulations related to attendance and clarity to stakeholders around expectations.</p>			Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians	Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians	Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians

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>Training for key staff and attendance departments to align practices and consistently provide documentation about attendance notification</p> <p>Implement Board attendance policy and develop consistent practices, training protocols for tracking and monitoring student attendance</p> <p>2. Training for key staff and attendance departments to align practices and consistently provide documentation about attendance notification</p> <p>Implement Board attendance policy and develop consistent practices, training protocols for tracking and monitoring student attendance</p>			<p>Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians</p>	<p>Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians</p>	<p>Embedded within the job responsibilities of Coordinator of Student Services, school clerks, central attendance staff, site administrators, District Nurse and Health Technicians</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Training for key staff and attendance departments to align practices and consistently provide documentation about attendance notification</p> <p>Implement Board attendance policy and develop consistent practices, training protocols for tracking and monitoring student attendance</p>					
<p>State Priority 6: School Climate:</p> <p>SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being</p> <p>SP2013-B2.1: Ensure school environments are safe and welcoming for all students, through student education, mentoring relationships, research based programs, training for staff, volunteers and substitutes and avenues for</p>	<p>State Priority 6</p> <p>SP2013 - B2.2</p> <p>SP2013 - B2.1</p>	<p>Provide consistent practices and training protocols around behavior intervention and support.</p> <p>Continue to define and expand the Safe and Welcoming Schools Initiative.</p> <p>2. Provide consistent practices and training protocols around behavior intervention and support.</p> <p>Continue to define and expand the Safe and Welcoming Schools Initiative.</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
students to access support.		<p>3. Provide consistent practices and training protocols around behavior intervention and support.</p> <p>Continue to define and expand the Safe and Welcoming Schools Initiative.</p>					
		<p>Review CHKS, PARC'S, and Strategic Plan Survey regarding social emotional well being of all students.</p> <p>Gather cumulative information on school environments-data, programs, training opportunities, etc. and evaluate needs and gaps.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Review CHKS, PARC'S, and Strategic Plan Survey regarding social emotional well being of all students.</p> <p>Gather cumulative information on school environments-data, programs, training opportunities, etc. and evaluate needs and gaps.</p> <p>3. Review CHKS, PARC'S, and Strategic Plan Survey regarding social emotional well being of all students.</p> <p>Gather cumulative information on school environments-data, programs, training opportunities, etc. and evaluate needs and gaps.</p>					
		<p>Continue to provide mental health counseling and support services to all students</p> <p>2. Continue to provide mental health counseling and support services to all students</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to provide mental health counseling and support services to all students					
		Continue to provide guidance counseling and support services to all students 2. Continue to provide guidance counseling and support services to all students 3. Continue to provide guidance counseling and support services to all students					
		Draft and approve a Board Policy and Administrative Regulations on Bullying and student conduct. 2. Draft and approve a Board Policy and Administrative Regulations on Bullying and student conduct. 3. Draft and approve a Board Policy and Administrative Regulations on Bullying and student conduct.					
State Priority 3: Parent Involvement: SP2013-A3.1: Write and implement an action plan with key stakeholders to	State Priority 3 SP2013 - A3.1 SP2013 - A3.2 SP2013 -	Communication officer will monitor communications through parent surveys, website interaction and parent input			Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator

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>examine and address processes, procedures, and cultural conditions that may serve as barriers to the high achievement of underserved students.</p> <p>SP2013-A3.2: Raise awareness of available resources to support student learning</p> <p>SP2013-E: Create a focused, transparent governance process that is a model of informed communication, evidence-based decision making, and clarity of responsibility between Board, District and Sites.</p> <p>SP2013-E1: Engender trust with the community through frequent, clear, transparent, and varied communication.</p>	E SP2013 - E1	<p>2. Communication officer will monitor communications through parent surveys, website interaction and parent input</p> <p>3. Communication officer will monitor communications through parent surveys, website interaction and parent input</p>					
		<p>Utilize input from parent community to maintain, create and support programs that reflect community values.</p> <p>2. Utilize input from parent community to maintain, create and support programs that reflect community values.</p> <p>3. Utilize input from parent community to maintain, create and support programs that reflect community values.</p>			Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator
		<p>Create a robust web presence, including an update of the district website and the use of social media.</p> <p>2. Create a robust web presence, including an update of the district website and the use of social media.</p>			Web Designer/Developer	Web Designer/Developer	Web Designer/Developer

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Create a robust web presence, including an update of the district website and the use of social media.					
		<p>Increase awareness and understanding of district wide goals and initiatives.</p> <p>2. Increase awareness and understanding of district wide goals and initiatives.</p> <p>3. Increase awareness and understanding of district wide goals and initiatives.</p>			Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator	Embedded within the job responsibilities of the Communications Coordinator
<p>State Priority 8: Other Pupil Outcomes</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.</p>	<p>State Priority 8</p> <p>SP2013 - A1</p> <p>SP2013 - A3</p> <p>SP2013 - A1.3</p>	<p>Monitor semester grades of students enrolled in intervention programs.</p> <p>2. Monitor semester grades of students enrolled in intervention programs.</p> <p>3. Monitor semester grades of students enrolled in intervention programs.</p>			Embedded in the salaries of the site staff.	Embedded in the salaries of the site staff.	Embedded in the salaries of the site staff.
		<p>Evaluate and share the Physical Fitness Test (PFT) results of students in grades 5, 7 and 9 with key stakeholders</p> <p>2. Evaluate and share the Physical Fitness Test (PFT) results of students in grades 5, 7 and 9 with key stakeholders</p>			Embedded within the job responsibilities of Director of Research, Assessment and Evaluation, site administrators, PE teachers, PE Coordinator, and the PAUSD Health Council.	Embedded within the job responsibilities of Director of Research, Assessment and Evaluation, site administrators, PE teachers, PE Coordinator, and the PAUSD Health Council.	Embedded within the job responsibilities of Director of Research, Assessment and Evaluation, site administrators, PE teachers, PE Coordinator, and the PAUSD Health Council.

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
SP2013-A1.3: Strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy		3. Evaluate and share the Physical Fitness Test (PFT) results of students in grades 5, 7 and 9 with key stakeholders					
		Evaluate performance of students on district-wide local assessments 2. Evaluate performance of students on district-wide local assessments 3. Evaluate performance of students on district-wide local assessments			Embedded within the job responsibilities of the Educational Services team and site administrators	Embedded within the job responsibilities of the Educational Services team and site administrators	Embedded within the job responsibilities of the Educational Services team and site administrators

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>State Priority 1: Basic (Teacher credentialing)</p> <p>SP2013-C: Create an exceptional, positive teaching environment by developing, recruiting, and retaining the most talented staff and supporting a culture of professional growth and innovation.</p> <p>SP2013-A3.4: Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented minority groups and</p>	<p>State Priority 1</p> <p>SP2013-C</p> <p>SP2013-C3.3</p> <p>SP2013-A3.4</p>	<p>Newly hired teachers will complete the PAUSD BTSA accreditation process with a professional development focus on English Learning learners and students who qualify for LCFF.</p> <p>2. Newly hired teachers will complete the PAUSD BTSA accreditation process with a professional development focus on English Learning learners and students who qualify for LCFF.</p> <p>3. Newly hired teachers will complete the PAUSD BTSA accreditation process with a professional development focus on English Learning learners and students who qualify for LCFF.</p>			<p>BTSA Coaches, 1.0 FTE (BTSA funding) 1000-1999: Certificated Personnel Salaries Supplemental 114,000 Substitute Days (PD funding) 1000-1999: Certificated Personnel Salaries Supplemental 26,000 Professional consultant (EIA funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 33,000</p>	<p>BTSA Coaches, 1.0 FTE (BTSA funding) 1000-1999: Certificated Personnel Salaries Supplemental 114,000 Substitute Days (PD funding) 1000-1999: Certificated Personnel Salaries Supplemental 26,000 Professional consultant (EIA funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 33,000</p>	<p>BTSA Coaches, 1.0 FTE (BTSA funding) 1000-1999: Certificated Personnel Salaries Supplemental 114,000 Substitute Days (PD funding) 1000-1999: Certificated Personnel Salaries Supplemental 26,000 Professional consultant (EIA funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 33,000</p>

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low income) SP2013-C3: Ensure strong talent and leadership across teaching staffing, administrative and teaching roles that reflect the diversity of our community. SP2013-C3.3: Recruit and hire staff that reflect the diversity of our community.		English Learner Coordinator will implement English Learner Master Plan, including new secondary reclassification criteria. Link to EL Master Plan http://pausd.org/parents/programs/EnglishLearner/ New English Language Development standards were adopted in January 2013. The new test will be available in 2014-15 and will be replacing the CELDT. The DELAC committee will be revising the EL Master plan to align with the new standards and test.			English Learner Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 25,772	English Learner Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 25,772	English Learner Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 25,772

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. English Learner Coordinator will implement English Learner Master Plan, including new secondary reclassification criteria.</p> <p>Link to EL Master Plan http://pausd.org/parents/programs/EnglishLearner/</p> <p>New English Language Development standards were adopted in January 2013. The new test will be available in 2014-15 and will be replacing the CELDT. The DELAC committee will be revising the EL Master plan to align with the new standards and test.</p>					

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. English Learner Coordinator will implement English Learner Master Plan, including new secondary reclassification criteria.</p> <p>Link to EL Master Plan http://pausd.org/parents/programs/EnglishLearner/</p> <p>New English Language Development standards were adopted in January 2013. The new test will be available in 2014-15 and will be replacing the CELDT. The DELAC committee will be revising the EL Master plan to align with the new standards and test.</p>					
		<p>Provide ELD instruction at all levels</p> <p>2. Provide ELD instruction at all levels</p> <p>3. Provide ELD instruction at all levels</p>			<p>11 ELD Teachers (General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 1,254,000</p>	<p>11 ELD Teachers (General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 1,254,000</p>	<p>11 ELD Teachers (General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 1,254,000</p>
<p>State Priority 1: Basic (Instructional Materials)</p> <p>SP2013-D1: Optimize the use of resources for the maximum impact on</p>	State Priority 1 SP2013-D1	Purchase state approved English language development (ELD) instructional materials and resources.			<p>Instructional materials, online programs (EIA Funding) 4000-4999: Books And Supplies Supplemental 25,000</p>	<p>Instructional materials, online programs (EIA Funding) 4000-4999: Books And Supplies Supplemental 25,000</p>	<p>Instructional materials, online programs (EIA Funding) 4000-4999: Books And Supplies Supplemental 25,000</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
student learning		<p>2. Purchase state approved English language development (ELD) instructional materials and resources.</p> <p>3. Purchase state approved English language development (ELD) instructional materials and resources.</p>					
<p>State Priority 1: Basic (Facilities)</p> <p>SP2013-D: Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent steward resources, enhanced public/private support, and strong community partnerships.</p> <p>SP2013-D1: Optimize the use of resources for maximum impact on student learning</p>	State Priority 1 SP2013-D SP2013-D1	<p>This is addressed in Section 3: Actions for All students</p> <p>2. This is addressed in Section 3: Actions for All students</p> <p>3. This is addressed in Section 3: Actions for All students</p>					
State Priority 2: Conditions of Learning (CCSS; all)	State Priority 2 SP2013 - A2	This is addressed in Action 3: Actions for All 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
<p>SP2013-A2: Ensure post-secondary preparation by implementing the Common Core State Standards, improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP-2013-A2.1: Integrate Common Core State Standards with an emphasis on content mastery, critical thinking, creativity, communication, collaboration, and technological literacy.</p> <p>SP2013-C1: Foster a culture of relevant and effective professional growth among all staff to develop a community of learners.</p> <p>SP2013-E2.2: Improve vertical and</p>	<p>SP2013 - A2.1</p> <p>SP2013 - C1</p> <p>SP2013 - E2.2</p>	<p>2. This is addressed in Action 3: Actions for All Students</p> <p>3. This is addressed in Action 3: Actions for All Students</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
horizontal alignment on academic rigor, grading, and cultivation in core skills and content							
<p>State Priority 2: Conditions of Learning (CCSS; EL)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A3.4 Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented</p>	<p>State Priority 2</p> <p>SP2013 - A1.1</p> <p>SP2013 - A3.4</p>	<p>Update EL Master plan using input from EL Specialists and EL Admin. Use ELAC and DELAC as a forum for parent input.</p> <p>2. Update EL Master plan using input from EL Specialists and EL Admin. Use ELAC and DELAC as a forum for parent input.</p> <p>3. Update EL Master plan using input from EL Specialists and EL Admin. Use ELAC and DELAC as a forum for parent input.</p>			<p>Embedded in certificated salary for EL Program Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>	<p>Embedded in certificated salary for EL Program Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>	<p>Embedded in certificated salary for EL Program Coordinator (EIA funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
minority groups and low income)		<p>Expand Guided Language Acquisition Development (GLAD) and SIOP training opportunities to general education teachers.</p> <p>Elementary EL Specialists provide in-classroom support to follow up with teacher participants.</p> <p>2. Expand Guided Language Acquisition Development (GLAD) and SIOP training opportunities to general education teachers.</p> <p>Elementary EL Specialists provide in-classroom support to follow up with teacher participants.</p>			<p>EL Specialist Increased Funding (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Professional Development Workshops (PD Funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>	<p>EL Specialist Increased Funding (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Professional Development Workshops (PD Funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>	<p>EL Specialist Increased Funding (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Professional Development Workshops (PD Funding) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Expand Guided Language Acquisition Development (GLAD) and SIOP training opportunities to general education teachers.</p> <p>Elementary EL Specialists provide in-classroom support to follow up with teacher participants.</p>					
		<p>Continue to partner with Dreamcatchers, PASS, SPEAC, and FCE to provide mentoring and tutoring for struggling middle school students</p> <p>2. Continue to partner with Dreamcatchers, PASS, SPEAC, and FCE to provide mentoring and tutoring for struggling middle school students</p> <p>3. Continue to partner with Dreamcatchers, PASS, SPEAC, and FCE to provide mentoring and tutoring for struggling middle school students</p>			<p>Communication mailings, translation, personnel costs (EIA Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>MOU with Dreamcatchers (Donor Grant) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p>	<p>Communication mailings, translation, personnel costs (EIA Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>MOU with Dreamcatchers (Donor Grant) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p>	<p>Communication mailings, translation, personnel costs (EIA Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>MOU with Dreamcatchers (Donor Grant) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>State Priority 7: Conditions of Learning (Course Access; Elementary)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A1.3: Strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy</p>	<p>State Priority 7</p> <p>SP2013 - A1.1</p> <p>SP2013 - A2</p>	<p>Targeted instructional support in literacy and mathematics for Low Income students</p> <p>2. Targeted instructional support in literacy and mathematics for Low Income students</p> <p>3. Targeted instructional support in literacy and mathematics for Low Income students</p>			<p>Supplemental funding for four Title 1 Schools; Reading specialists (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 100,000</p> <p>Supplemental funding for four Title 1 Schools; Instructional Aides (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>	<p>Supplemental funding for four Title 1 Schools; Reading specialists (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 100,000</p> <p>Supplemental funding for four Title 1 Schools; Instructional Aides (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>	<p>Supplemental funding for four Title 1 Schools; Reading specialists (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 100,000</p> <p>Supplemental funding for four Title 1 Schools; Instructional Aides (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>
		<p>Primary language tutors are provided to students to ensure access to all curriculum. (K-8)</p> <p>2. Primary language tutors are provided to students to ensure access to all curriculum. (K-8)</p> <p>3. Primary language tutors are provided to students to ensure access to all curriculum. (K-8)</p>			<p>Personnel costs (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 80,000</p>	<p>Personnel costs (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 80,000</p>	<p>Personnel costs (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 80,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		After school EL intervention at Hays, Escondido and Fairmeadow 2. After school EL intervention at Hays, Escondido and Fairmeadow 3. After school EL intervention at Hays, Escondido and Fairmeadow			Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 15,750	Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 15,750	Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 15,750
		After school Homework Club at Barron Park for Low Income students 2. After school Homework Club at Barron Park for Low Income students 3. After school Homework Club at Barron Park for Low Income students			Personnel costs (site funds)	Personnel costs (site funds)	Personnel costs (site funds)
		Provide access to summer school to enable low income students to extend learning beyond the regular school year.			Summer School Teachers (General Fund) Summer School curriculum (General Fund)	Summer School Teachers (General Fund) Summer School curriculum (General Fund)	Summer School Teachers (General Fund) Summer School curriculum (General Fund)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Provide access to summer school to enable low income students to extend learning beyond the regular school year.</p> <p>3. Provide access to summer school to enable low income students to extend learning beyond the regular school year.</p>			<p>Summer School Professional Development (Elementary Ed Budget)</p> <p>Summer School Administration (General fund?)</p> <p>Middle/high school PD and programs for Summer School (funded ?)</p>	<p>Summer School Professional Development (Elementary Ed Budget)</p> <p>Summer School Administration (General fund?)</p> <p>Middle/high school PD and programs for Summer School (funded ?)</p>	<p>Summer School Professional Development (Elementary Ed Budget)</p> <p>Summer School Administration (General fund?)</p> <p>Middle/high school PD and programs for Summer School (funded ?)</p>
<p>State Priority 7: Conditions of Learning (Course Access; Secondary)</p> <p>SP2013-A1.1: Increase small group instruction and other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.</p> <p>SP2013-A2 - Ensure post-secondary preparation by implementing the Common Core State Standards,</p>	<p>State Priority 7</p> <p>SP2013 - A1.1</p> <p>SP2013 - A2</p> <p>SP2013 - A3.1</p> <p>SP2013 - A3.2</p>	<p>Expand the middle and high school AVID programs to include: tutor training; AVID summer institute attendance for teachers and administrators; district professional development; staff to support AVID program districtwide</p> <p>2. Expand the middle and high school AVID programs to include: tutor training; AVID summer institute attendance for teachers and administrators; district professional development; staff to support AVID program districtwide</p>			<p>Embedded in the salaries of the AVID District Director and AVID staff at sites (AVID Budget, General Fund)</p> <p>Non-Personnel costs allocated to the sites (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 53,088</p> <p>AVID Membership Fees (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 13,940</p>	<p>Embedded in the salaries of the AVID District Director and AVID staff at sites (AVID Budget, General Fund)</p> <p>Non-Personnel costs allocated to the sites (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 53,088</p> <p>AVID Membership Fees (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 13,940</p>	<p>Embedded in the salaries of the AVID District Director and AVID staff at sites (AVID Budget, General Fund)</p> <p>Non-Personnel costs allocated to the sites (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 53,088</p> <p>AVID Membership Fees (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 13,940</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>improving feedback for students, and increasing consistency in curriculum, grading, and homework across sites, grades, and courses.</p> <p>SP2013-A1.2: Develop and/or build upon existing range of curricular options and evidence-based delivery models, e.g. online/hybrid learning that provide flexibility and engage students' diverse talents and interests.</p> <p>SP2013-A3.4 Increase and improve job-embedded professional development and co-teaching to ensure access to the general education curriculum for historically underserved populations (e.g. special education, English Learners, underrepresented</p>		<p>3. Expand the middle and high school AVID programs to include: tutor training; AVID summer institute attendance for teachers and administrators; district professional development; staff to support AVID program districtwide</p>			<p>College and career readiness program (survey, curriculum, student awards ceremony) (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>AVID Summer Institute Training (PD Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 60,000</p>	<p>College and career readiness program (survey, curriculum, student awards ceremony) (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>AVID Summer Institute Training (PD Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 60,000</p>	<p>College and career readiness program (survey, curriculum, student awards ceremony) (AVID Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>AVID Summer Institute Training (PD Budget) 5000-5999: Services And Other Operating Expenditures Supplemental 60,000</p>
		<p>Middle school after-school tutoring</p> <p>2. Middle school after-school tutoring</p> <p>3. Middle school after-school tutoring</p>			<p>Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>	<p>Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>	<p>Personnel costs (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 30,000</p>
		<p>Provide RTI instructional coaching and support to peer teachers and Instructional Aides</p> <p>2. Provide RTI instructional coaching and support to peer teachers and Instructional Aides</p> <p>3. Provide RTI instructional coaching and support to peer teachers and Instructional Aides</p>			<p>RTI High School Coaches (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 13,000</p>	<p>RTI High School Coaches (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 13,000</p>	<p>RTI High School Coaches (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 13,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
minority groups and low income)		<p>Offer class entitled Reading Enhancement as a transition class from Read 180 to the mainstream grade-level English Class</p> <p>2. Offer class entitled Reading Enhancement as a transition class from Read 180 to the mainstream grade-level English Class</p> <p>3. Offer class entitled Reading Enhancement as a transition class from Read 180 to the mainstream grade-level English Class</p>			<p>Teacher salaries at middle school (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>	<p>Teacher salaries at middle school (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>	<p>Teacher salaries at middle school (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>
		Continue to support Read 180 as an intervention for secondary students; Monitor and coordinate Read 180 program			<p>Read 180 Coordinator (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>	<p>Read 180 Coordinator (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>	<p>Read 180 Coordinator (EIA Funding)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 20,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Continue to support Read 180 as an intervention for secondary students; Monitor and coordinate Read 180 program 3. Continue to support Read 180 as an intervention for secondary students; Monitor and coordinate Read 180 program					
State Priority 4: Pupil Outcomes (EL Reclassification) SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student. SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.	State Priority 4 SP2013 - A1 SP2013 - A3	Students will be administered the CELDT 2. Students will be administered the CELDT 3. Students will be administered the CELDT			Short-term contracted personnel to administer the CELDT (July-Oct) (CCSS Funding with an increase of \$15,000 to train on the new test) 2000-2999: Classified Personnel Salaries Supplemental 25,000	Short-term contracted personnel to administer the CELDT (July-Oct) (CCSS Funding with an increase of \$15,000 to train on the new test) 2000-2999: Classified Personnel Salaries Supplemental 25,000	Short-term contracted personnel to administer the CELDT (July-Oct) (CCSS Funding with an increase of \$15,000 to train on the new test) 2000-2999: Classified Personnel Salaries Supplemental 25,000
		CELDT Training by state-approved provider 2. CELDT Training by state-approved provider 3. CELDT Training by state-approved provider			Registration costs (\$10,000 CCSS Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 15,000	Registration costs (\$10,000 CCSS Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 15,000	Registration costs (\$10,000 CCSS Funding) 5000-5999: Services And Other Operating Expenditures Supplemental 15,000
		Hire EL specialist at high school to target and monitor long-term EL and Reclassified English Fluent Proficient (RFEP) students and reclassify English Learner Students			Palo Alto HS English Learner Coordinator (0.2 FTE) (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 20,000	Palo Alto HS English Learner Coordinator (0.2 FTE) (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 20,000	Palo Alto HS English Learner Coordinator (0.2 FTE) (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 20,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Hire EL specialist at high school to target and monitor long-term EL and Reclassified English Fluent Proficient (RFEP) students and reclassify English Learner Students</p> <p>3. Hire EL specialist at high school to target and monitor long-term EL and Reclassified English Fluent Proficient (RFEP) students and reclassify English Learner Students</p>					
		<p>Academic Language Development (ALD) Class</p> <p>(Focus on long-term ELs. Expand ALD courses at the middle school)</p> <p>2. Academic Language Development (ALD) Class</p> <p>(Focus on long-term ELs. Expand ALD courses at the middle school)</p>			<p>Teacher Salaries at middle schools (General Fund)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 40,000</p>	<p>Teacher Salaries at middle schools (General Fund)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 40,000</p>	<p>Teacher Salaries at middle schools (General Fund)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 40,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Academic Language Development (ALD) Class</p> <p>(Focus on long-term ELs. Expand ALD courses at the middle school)</p>					
		<p>Provide professional learning opportunities for teachers (Equity workshops, Long-term EL conference, New Teacher Workshops, etc) for appropriate instructional strategies and support</p> <p>2. Provide professional learning opportunities for teachers (Equity workshops, Long-term EL conference, New Teacher Workshops, etc) for appropriate instructional strategies and support</p>			<p>Professional Development (PD Budget)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p>	<p>Professional Development (PD Budget)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p>	<p>Professional Development (PD Budget)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Provide professional learning opportunities for teachers (Equity workshops, Long-term EL conference, New Teacher Workshops, etc) for appropriate instructional strategies and support					
<p>State Priority 4: Pupil Outcomes (College & Career Ready)</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved students by ensuring equity of preparation, access and support.</p>	<p>State Priority 4: SP2013 - A1 SP2013 - A3</p>	<p>Support and enhance the College Bound program at Barron Park Elementary School for Low Income students, EL learners and foster youth</p> <p>2. Support and enhance the College Bound program at Barron Park Elementary School for Low Income students, EL learners and foster youth</p> <p>3. Support and enhance the College Bound program at Barron Park Elementary School for Low Income students, EL learners and foster youth</p>			<p>Supplemental compensation to certificated Barron Park teachers (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 65,000</p>	<p>Supplemental compensation to certificated Barron Park teachers (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 65,000</p>	<p>Supplemental compensation to certificated Barron Park teachers (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 65,000</p>
		<p>Summer intervention programs (e.g., Rise Up Seniors, Summer Bridge, Rise Up Juniors) for Low-Income and foster youth</p> <p>2. Summer intervention programs (e.g., Rise Up Seniors, Summer Bridge, Rise Up Juniors) for Low-Income and foster youth</p>			<p>Supplemental compensation to certificated personnel (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 35,000</p>	<p>Supplemental compensation to certificated personnel (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 35,000</p>	<p>Supplemental compensation to certificated personnel (EIA Funding) 1000-1999: Certificated Personnel Salaries Supplemental 35,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Summer intervention programs (e.g., Rise Up Seniors, Summer Bridge, Rise Up Juniors) for Low-Income and foster youth					
		A-G Outreach College Counseling Support Programs for Low-Income students and foster youth 2. A-G Outreach College Counseling Support Programs for Low-Income students and foster youth 3. A-G Outreach College Counseling Support Programs for Low-Income students and foster youth			Supplemental compensation to certificated personnel*** (Approved New Funding ***- General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 5,000	Supplemental compensation to certificated personnel*** (Approved New Funding ***- General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 5,000	Supplemental compensation to certificated personnel*** (Approved New Funding ***- General Fund) 1000-1999: Certificated Personnel Salaries Supplemental 5,000
		Springboard to Kindergarten for Low-Income students 2. Springboard to Kindergarten for Low-Income students 3. Springboard to Kindergarten for Low-Income students			Personnel costs 1000-1999: Certificated Personnel Salaries Supplemental 55,000	Personnel costs 1000-1999: Certificated Personnel Salaries Supplemental 55,000	Personnel costs 1000-1999: Certificated Personnel Salaries Supplemental 55,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Review data on students who achieve academic competence and successful AP participation with counselors annually, and provide counselors with training for advising students about AP course options.</p> <p>2. Review data on students who achieve academic competence and successful AP participation with counselors annually, and provide counselors with training for advising students about AP course options.</p> <p>3. Review data on students who achieve academic competence and successful AP participation with counselors annually, and provide counselors with training for advising students about AP course options.</p>			Embedded in the salaries of the Educational Services administrators	Embedded in the salaries of the Educational Services administrators	Embedded in the salaries of the Educational Services administrators

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>State Priority 5: Student Engagement (attendance, truancy)</p> <p>SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being.</p> <p>SP2013-B1.1: Identify key social, emotional and physical needs of students, provide support for these needs across sites and monitor student development.</p>	<p>State Priority 5</p> <p>SP2013 - B2</p> <p>SP2013 - B2.1</p>	<p>Offer information and resources regarding services in primary language.</p> <p>Provide culturally competent parent outreach and education around attendance in primary languages</p> <p>2.</p> <p>Offer information and resources regarding services in primary language.</p> <p>Provide culturally competent parent outreach and education around attendance in primary languages</p> <p>3.</p> <p>Offer information and resources regarding services in primary language.</p> <p>Provide culturally competent parent outreach and education around attendance in primary languages</p>			<p>Translation services from Primary Language Tutors (EIA Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>	<p>Translation services from Primary Language Tutors (EIA Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>	<p>Translation services from Primary Language Tutors (EIA Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Assess and determine the unique characteristics of the LCFF group of students that may impact school attendance, develop modules to support school engagement for students. 2. Assess and determine the unique characteristics of the LCFF group of students that may impact school attendance, develop modules to support school engagement for students. 3. Assess and determine the unique characteristics of the LCFF group of students that may impact school attendance, develop modules to support school engagement for students.			Embedded in the salaries of the Coordinator of Student Services	Embedded in the salaries of the Coordinator of Student Services	Embedded in the salaries of the Coordinator of Student Services
		Provide enhanced services that promote school attendance and engagement as well as mental health services to LCFF students			Contracts with Community Agencies/YCS (General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000	Contracts with Community Agencies/YCS (General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000	Contracts with Community Agencies/YCS (General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Provide enhanced services that promote school attendance and engagement as well as mental health services to LCFF students</p> <p>3. Provide enhanced services that promote school attendance and engagement as well as mental health services to LCFF students</p>					
		<p>Provide services to promote student engagement and attendance (e.g., create a process or program that aims to identify "outside of school" issues that affect "in-school" performance)</p> <p>2. Provide services to promote student engagement and attendance (e.g., create a process or program that aims to identify "outside of school" issues that affect "in-school" performance)</p>			<p>Salary for Social Worker (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 100,000 Interns***</p> <p>(Newly approved funding*** through General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>	<p>Salary for Social Worker (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 100,000 Interns***</p> <p>(Newly approved funding*** through General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>	<p>Salary for Social Worker (EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 100,000 Interns***</p> <p>(Newly approved funding*** through General Fund) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Provide services to promote student engagement and attendance (e.g., create a process or program that aims to identify "outside of school" issues that affect "in-school" performance)					
<p>State Priority 6: School Climate:</p> <p>SP2013-B2.2: Develop and formalize policies and practices that support student safety and well-being</p> <p>SP2013-B2.1: Ensure school environments are safe and welcoming for all students, through student education, mentoring relationships, research based programs, training for staff, volunteers and substitutes and avenues for students to access support.</p>	<p>State Priority 6</p> <p>SP2013 - B2.2</p> <p>SP2013 - B2.1</p>	<p>Target outreach and academic support to Low Income students, as well as direct services to McKinney Vento and Foster Youth</p> <p>2. Target outreach and academic support to Low Income students, as well as direct services to McKinney Vento and Foster Youth</p> <p>3. Target outreach and academic support to Low Income students, as well as direct services to McKinney Vento and Foster Youth</p>			<p>Outreach academic support program***</p> <p>(***Approved New Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>	<p>Outreach academic support program***</p> <p>(***Approved New Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>	<p>Outreach academic support program***</p> <p>(***Approved New Funding)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>State Priority 3: Parent Involvement:</p> <p>SP2013-A3.1: Write and implement an action plan with key stakeholders to examine and address processes, procedures, and cultural conditions that may serve as barriers to the high achievement of underserved students.</p> <p>SP2013-A3.2: Raise awareness of available resources to support student learning</p> <p>SP2013-E: Create a focused, transparent governance process that is a model of informed communication, evidence-based</p>	<p>State Priority 3</p> <p>SP2013 - A3.1</p> <p>SP2013 - A3.2</p> <p>SP2013 - E</p> <p>SP2013 - E1</p>	<p>English Learner Lead Specialists will work with specialists to create programs that target parent involvement.</p> <p>2. English Learner Lead Specialists will work with specialists to create programs that target parent involvement.</p> <p>3. English Learner Lead Specialists will work with specialists to create programs that target parent involvement.</p>			<p>English Learner Lead Specialists Stipends</p> <p>(EIA Funded) 1000-1999: Certificated Personnel Salaries Supplemental 2,800</p> <p>Supplement Parent Outreach Specialist at Palo Alto High School for VTP students</p> <p>(EIA Funded) 2000-2999: Classified Personnel Salaries Supplemental 15,000</p>	<p>English Learner Lead Specialists Stipends</p> <p>(EIA Funded) 1000-1999: Certificated Personnel Salaries Supplemental 2,800</p> <p>Supplement Parent Outreach Specialist at Palo Alto High School for VTP students</p> <p>(EIA Funded) 2000-2999: Classified Personnel Salaries Supplemental 15,000</p>	<p>English Learner Lead Specialists Stipends</p> <p>(EIA Funded) 1000-1999: Certificated Personnel Salaries Supplemental 2,800</p> <p>Supplement Parent Outreach Specialist at Palo Alto High School for VTP students</p> <p>(EIA Funded) 2000-2999: Classified Personnel Salaries Supplemental 15,000</p>
		<p>Provide current site based personnel resources to communicate effectively with families. Examples of these services include but are not limited to translation services at the site and district, home visits, one on one translators and web resources.</p>			<p>EL Specialist</p> <p>(Embedded within English Learner Department)</p> <p>(EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>	<p>EL Specialist</p> <p>(Embedded within English Learner Department)</p> <p>(EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>	<p>EL Specialist</p> <p>(Embedded within English Learner Department)</p> <p>(EIA Funding) 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and varied communication.		<p>2. Provide current site based personnel resources to communicate effectively with families. Examples of these services include but are not limited to translation services at the site and district, home visits, one on one translators and web resources.</p> <p>3. Provide current site based personnel resources to communicate effectively with families. Examples of these services include but are not limited to translation services at the site and district, home visits, one on one translators and web resources.</p>					
		Community Conversations for Spanish-speaking, Low-Income or VTP families at elementary schools to welcome them and inform them about resources on site so that they become more engaged in whole school activities			Food, childcare, teachers, flyers/mailings (4 events at each site) 5000-5999: Services And Other Operating Expenditures Supplemental 5,000	Food, childcare, teachers, flyers/mailings (4 events at each site) 5000-5999: Services And Other Operating Expenditures Supplemental 5,000	Food, childcare, teachers, flyers/mailings (4 events at each site) 5000-5999: Services And Other Operating Expenditures Supplemental 5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Community Conversations for Spanish-speaking, Low-Income or VTP families at elementary schools to welcome them and inform them about resources on site so that they become more engaged in whole school activities</p> <p>3. Community Conversations for Spanish-speaking, Low-Income or VTP families at elementary schools to welcome them and inform them about resources on site so that they become more engaged in whole school activities</p>					
<p>State Priority 8: Other Pupil Outcomes</p> <p>SP2013-A1: Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.</p> <p>SP2013-A3: Significantly raise the achievement of historically underserved</p>	<p>State Priority 8</p> <p>SP2013 - A1</p> <p>SP2013 - A3</p> <p>SP2013 - A1.3</p>						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>students by ensuring equity of preparation, access and support.</p> <p>SP2013-A1.3: Strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 and in early literacy</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.)

Palo Alto Unified School District will receive \$1.4 million in supplemental Local Control Funding Formula beginning in 2014-15. This amount will increase to approximately \$2.0 million in 2015-16 and \$2.3 million for 2016-17. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

Palo Alto Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: ELD teachers at every level (ELD classrooms, ELD specialists, ELD Coordinators, targeted instructional support materials in literacy and mathematics, primary language tutors, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the AVID program in middle schools and high schools, courses in Read 180, Reading Enhancement and Academic Language Development, professional learning, counseling support, summer intervention programs, Springboard for Pre-K, services in mental health and truancy prevention, and McKinney Vento programs to support homeless and foster youth.

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

Palo Alto Unified School District is planning a 1.8% increase in services for low income, English Learner, RFEP and/or Foster Youth students for 2014-15, and 2.35% increase for 2015-16, and 2.56% increase in 2015-16.

Palo Alto Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: ELD teachers at every level (ELD classrooms, ELD specialists, ELD Coordinators, targeted instructional support materials in literacy and mathematics, primary language tutors, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the AVID program in middle schools and high schools, courses in Read 180, Reading Enhancement and Academic Language Development, professional learning, counseling support, summer intervention programs, Springboard for Pre-K, services in mental health and truancy prevention, and McKinney Vento programs to support homeless and foster youth.

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.