

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

Introduction:

LEA: San Marcos Unified School District Contact: Gina Bishop, Assistant Superintendent, gina.bishop@smusd.org, (760) 752-1231 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
<p>San Marcos Unified School District engaged stakeholders in the process of developing the LCAP in a variety of ways:</p> <ol style="list-style-type: none"> 1. The Superintendent presented an overview of the LCAP to the Board of Education in Dec. 2013. 2. The Superintendent held a community forum to provide an overview of LCAP on January 27th. Following the forum, a webcast was posted on the district website. 3. A survey was administered to staff, parents, students, city government, chamber of commerce members, and local college administrators to identify highest priorities and suggested actions to improve performance within those priorities 4. A Leadership Task Force comprised of site and district administrators convened several times in small groups between March 11 and April 8 to collect data around each state priority, summarize the data and prepare a presentation for the Consult Task Force. 5. A Consult Task Force committee was formed from individuals who indicated a desire to serve in this capacity on the survey they completed. Representatives from DELAC and the teacher's association were selected with the remainder of the committee selected at random from the groups in which they represented. The Consult Task Force comprised of teachers, support staff, counselors, association members, administrators, students, and parents of students from different schools and levels of schooling convened on five different dates: March 18, 24, April 8, May 1 and May 8. At the first three meetings, Leadership Task Force members presented data for each priority and suggested goals, actions and metrics for the priority. The Consult Task Force reviewed the suggested goals, actions and metrics and provided feedback and input. On May 1st, the Consult Task Force reviewed a synthesis of the goals, actions and metrics and the actions that the Leadership Team Task Force recommended as priorities. The Consult Task Force prioritized the actions recommended by the Leadership Task Force and added two others as priorities. On May 8th the Consult Task Force was presented a draft of the LCAP and had an opportunity to provide feedback. 6. A subcommittee of the Leadership Task Force presented the draft of the LCAP to District English Learner Advisory Committee (DELAC) and the Superintendent's Parent Advisory (PAC) Committee for review and comment on May 28 and May 21, respectively. In addition, a presentation of the draft LCAP was presented to both the classified and certificated Association Boards on May 21. 7. Members of the public were notified of the opportunity to submit written comments regarding the specific actions and expenditures proposed in the plan. 8. A public hearing was held on June 9th to solicit recommendations and comments from the public. 	<p>Student achievement was the number one priority identified from the stakeholder survey. Activities to support student achievement took priority when allocating funds. For example, Intervention Specialists and digital tools to support at-risk learners were funded. Devices for classrooms were also purchased to support the implementation of the digital tools. An English learner summer school for English learners not making solid gains in language development was also funded. More than two-thirds of the supplemental funds were spent on these four actions.</p> <p>Leadership Task Force presented data to inform the goals and identified best practices to address closing our gap for our underperforming subgroups.</p> <p>The Consult Task Force helped identify actions to address the achievement gap for our underperforming subgroups. Goals, activities and metrics were refined as a result of the task force input. The Task Force prioritized activities to be funded the first year for each goal area: professional learning, college-career ready, academic/behavioral interventions and parent engagement. Technology, alignment of graduation requirements more closely with A-G requirements, researched and consistent academic interventions, and a parent liaison were the number one priorities for the goal areas, respectively. In addition, the reinstatement of middle school sports was added to the list of activities based on the input of the Consult Task Force.</p> <p>The Superintendent responded, in writing to comments received from DELAC. The Parent Advisory Committee did not submit comments.</p>

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and

school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

INTRODUCTION

San Marcos Unified School District will focus on four major goals as a result of the analysis of data around the eight state priorities:

Goal 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.

Goal 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.

Goal 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for all students.

Goal 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.

These goals will be a priority for all district and site personnel and will create a cohesive focus for the base program for students. Business Services, Human Resources and Instructional Services exist to support the academic success and social, emotional and physical well-being of all students.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Current Status:</u> Consistent and rigorous expectations for all students. (Actions pages 22-23)</p> <p>The district has had common pacing guides and assessments in all core subject areas. Instructional resources are aligned to past standards. The grading practices in the district are not consistent across the district. The graduation requirements differ from A-G requirements.</p> <p><u>Need</u> Common instructional guides and assessments must be revised to align to the expectations of college and career (CCSS). Resources to engage students with the new content of CCSS are needed. Consistent grading practices need to be developed. An examination of the impact of aligning graduation requirements more closely with A-G requirements is needed</p> <p><u>Metrics</u> Instructional guides District assessments Instructional resources Grading practices % of students meeting A-G requirements</p>	GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	All	All	<p>Students will be taught the content expected in CCSS (Math/ ELA) through a guaranteed and viable curriculum.</p> <p>Teachers will use district assessments to understand what students know and are able to do.</p> <p>Students will use resources that enable them to learn the skills, processes, content of the CCSS.</p> <p>Leadership will understand effective grading practices.</p>	<p>Students will be taught the content expected in CCSS (Math/ELA/ELD) through a guaranteed and viable a curriculum.</p> <p>Teachers will use district assessments to understand what students know and are able to do.</p> <p>Students will use resources that enable them to learn the skills, processes, content of the CCSS.</p> <p>Teachers will understand effective grading practices and recommend consistent practices by discipline/grade/course.</p> <p>% of students meeting A-G requirements will increase 3% over the prior year.</p>	<p>Students will be taught the content expected in CCSS (Math/ELA/ELD/Science) through a guaranteed and viable curriculum.</p> <p>Teachers will use district assessments to understand what students know and are able to do.</p> <p>Students will use resources that enable them to learn the skills, processes, content of the CCSS.</p> <p>Teachers will implement consistent practices for grading by discipline/grade/course.</p> <p>% of students meeting A-G requirements will increase 5% over the prior year.</p>	<p>Implementation of Common Core State Standards</p> <p>Pupil Achievement</p> <p>Course Access</p> <p>Other Pupil Outcomes</p>	

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<p><u>Current Status:</u> English learners' proficiency in English language. (Actions pages 33-34)</p> <p>60.7 % ELs make annual progress in learning English.</p> <p>28.2 % attain English proficiency in less than 5 years 55.2% attain English proficiency in 5 or more years. 13 % average of ELs reclassified annually English learner graduation rate for students at all high schools is 83.7% compared to 93.9% LEA-wide.</p> <p><u>Need</u> English learners must attain proficiency in English to meet graduation requirements and access and succeed in higher-level courses.</p> <p><u>Metrics</u> CELDT Performance Reclassification Rate Graduation Rate ELPAC</p>	GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	English learners	All	% of students making a year's growth on CELDT will increase 3% over the prior year.	<p>% of students making a year's growth on CELDT will increase 5% over the prior year.</p> <p>% of students reaching English proficiency within 5 years will increase 3% over the prior year.</p> <p>Rate of reclassification will increase to 15%.</p> <p>% of EL students who graduate will increase 2% over the prior year.</p>	<p>Baseline year for ELPAC</p> <p>% of students reaching English proficiency within 5 years will increase 5% over the prior year.</p> <p>Rate of reclassification will increase to 18%.</p> <p>% of EL students who graduate will increase 3% over the prior year.</p>	Pupil Achievement	

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<p><u>Current Status:</u> CTE, Career Pathways, VAPA (Actions page 24)</p> <p>Middle schools offer co-curricular opportunities and elective wheels. High schools offer co-curricular opportunities and CTE courses. Elementary students' opportunities to engage in VAPA are varied and inconsistent.</p> <p><u>Need</u> An analysis of skills required of future industry is needed to shape CTE electives and career pathways. Internship opportunities are desired to enhance students' experiences. A K-12 articulated VAPA program is needed.</p> <p><u>Metrics</u> Career Pathways/Courses Industry partnerships Elective Courses VAPA Strategic Plan</p>	GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	All	<p>Middle High Schools For CTE/Electives/ and Career Pathways</p> <p>Elementary schools for VAPA</p>	<p>Students will be more familiar with post-high school CTE certificate programs.</p> <p>Career readiness will be clearly defined.</p> <p>District will become familiar with additional career pathway models and courses.</p> <p>A K-12 VAPA strategic plan will be developed.</p>	<p>Additional career pathways will be recommended to engage students in more relevant learning opportunities.</p> <p>Internship opportunities for current CTE courses will be developed.</p> <p>Students will increase their literacy and numeracy in CTE pathways.</p> <p>If appropriate, CTE courses will be submitted for A-G approval.</p> <p>Implementation of the VAPA strategic plan will begin to be phased in to provide students with a consistent VAPA program.</p>	<p>Student electives will be expanded/changed to more closely align to the skills required of future industry.</p> <p>Internships will be expanded.</p> <p>Implementation of the VAPA strategic plan will continue to be phased in to provide students with a consistent VAPA program at all levels and schools.</p>	<p>Pupil Engagement</p> <p>School Climate</p> <p>Other Pupil Outcomes</p> <p>Course Access</p> <p>Implementation of State Standards</p>	

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<p><u>Current Status:</u> Facilities and equipment (Actions page 25) All campuses are in good or exemplary SARC condition. 4 new campuses in last 12 years. 2 fully reconstructed campuses in last 4 years. 1 new campus in design.</p> <p>Infrastructure has begun to be upgraded and should be complete by spring of 2015.</p> <p><u>Need</u> As the district continues to grow and class size is reduced, there is a need for additional classrooms on many campuses. A standard for classroom equipment including technology, to support the teaching and learning process needs to be set.</p> <p><u>Metrics</u> Facility Plan Standard Equipment List Student Computer Ratio</p>	GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	All	All	<p>Infrastructure to support the use of technology will be expanded.</p> <p>Sufficient classrooms added to accommodate growth, programs and class size reduction.</p> <p>Improve any "Good" status to be "Exemplary" on the School Accountability Report Card (SARC).</p>	<p>Increase in number of students who have access to technology</p> <p>Sufficient classrooms added to accommodate growth, programs and class size reduction.</p> <p>Improve any "Good" status to be "Exemplary" on the School Accountability Report Card (SARC).</p>	<p>Increase in number of students who have access to technology</p> <p>Sufficient classrooms added to accommodate growth, programs and class size reduction.</p> <p>All sites to have "Exemplary" status on the School Accountability Report Card (SARC).</p>	Basic Services	

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<p><u>Current Status:</u> Student Achievement (Actions all pages; subgroup specific actions pages 31-34) The district's API exceeds the state's target. Nearly three-fourths of our students are proficient or advanced in English language arts and mathematics on past state assessments. 53% of all high school students meet A-G requirements. 58% of students pass or conditionally pass EAP Math. 52% of students pass or conditionally pass EAP ELA. AP pass rates: 69.5% 2011-12 47.3% students with 1500+ on SAT and 63.7% students with 21+ on ACT. A significant and persistent performance gap exists with Hispanic, economically disadvantaged, long-term English learners and students with disabilities on the following achievement indicators: API, A-G completion, and state assessments. Fewer students from these subgroups enroll in AP/honors classes. Policy of open access to Honors and AP classes is in place.</p> <p><u>Need</u> Close the achievement and opportunity gaps among ethnic groups, English learners, students of poverty, and students with disabilities to be closer to the performance of all students.</p> <p><u>Metrics</u> API CAASPP EAP A-G Completion Rate AP Enrollment</p>	<p>GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.</p>	<p>Hispanic, low income, long-term English learners and students with disabilities</p>	<p>All</p>	<p>2015 API will establish growth target for 2015-16</p> <p>Spring 2015 results on CAASPP/Smarter Balanced assessments (SBAC) will be used to establish baseline for 2015-16 growth.</p> <p>% of student conditional pass or pass on EAP will increase 3% over prior year.</p> <p>Students in each subgroup meeting conditional pass or pass will increase 2% points beyond % increase for all students meeting EAP.</p> <p>% of students meeting A-G requirements will increase by 2% over prior year.</p> <p>2014-15 will serve as baseline year for students receiving credit for Algebra I by end of 9th grade.</p>	<p>District will meet API target for targeted subgroups.</p> <p>Students in each subgroup meeting proficiency will increase 2% points beyond % increase for all students meeting proficiency on CAASPP/SBAC.</p> <p>Students in each subgroup meeting conditional pass or pass will increase 2% points beyond % increase for all students meeting EAP.</p> <p>% of students meeting A-G requirements will increase by 3% over prior year.</p> <p>% of students receiving credit for Algebra I by end of 9th grade will increase by 1%.</p>	<p>District will meet API target for targeted subgroups.</p> <p>Students in each subgroup meeting proficiency will increase 2% points beyond % increase for all students meeting proficiency on CAASPP/SBAC.</p> <p>Students in each subgroup meeting conditional pass or pass will increase 2% points beyond % increase for all students meeting EAP.</p> <p>% of students meeting A-G requirements will increase by 5% over prior year.</p> <p>% of students receiving credit for Algebra I by end of 9th grade will increase by 2%.</p>	<p>Pupil Achievement</p> <p>Course Access</p>	

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Passing Grades Reading Diagnostic Tool District Assessments PACE participation					2014-15 will serve as baseline year for subgroup enrollment in AP/Honors courses. Increase in % of AP pass rate. Baseline year for % students reading at grade level. Increase in % of students attaining passing grades (all and subgroups). Baseline for elementary District Assessments	Increase in % of students receiving credit in courses Algebra 2 and above. Increase in % of subgroup enrollment in AP/Honors courses Increase in % of AP pass rate. Increase in % students reading at grade level. Increase in % of students (all and subgroups) attaining passing grades. Baseline for secondary District Assessments Increase in % proficient on elementary District Assessments (all and subgroups)	Increase in % of students receiving credit in courses Algebra 2 and above. Increase in % of subgroup enrollment in AP/Honors courses Increase in % of AP pass rate. Increase in % students reading at grade level. Increase in % of students (all and subgroups) attaining passing grades. Increase in % proficient on District Assessments (all and subgroups)	

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<p><u>Current Status:</u> Data Informed Decisions (Actions page 26) The district uses two separate data management systems to monitor student progress: one for elementary and another for secondary. A reading diagnostic tool is used consistently through grade 2. Each site conducts SSTs.</p> <p><u>Need</u> A K-12 system for data management to facilitate K-12 articulation of students' academic and behavioral needs.</p> <p>A K-12 reading diagnostic tool is needed to monitor growth and assign appropriate texts at increasingly challenging levels.</p> <p>A uniform process for SST needs to be developed and implemented.</p> <p>District-wide criteria and processes for determining supports for students who are at-risk need to be established.</p> <p><u>Metrics</u> Data management system SST process Criteria to determine at-risk students</p>	GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	All subgroups	All	<p>K-12 systems to monitor students' progress will be researched.</p> <p>Criteria to identify students who need support, academically or behaviorally, will be established.</p> <p>Uniform practices for SST will be developed and implemented.</p>	Students who need support, academically or behaviorally will be identified based on multiple sources of data and uniform criteria using the data management system.	A uniform process for SST will continue.	Students who need support, academically or behaviorally will be identified based on multiple sources of data and uniform criteria using the data management system..	<p>Pupil Achievement</p> <p>Pupil Engagement</p> <p>School Climate</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><u>Current Status:</u> Academic Interventions (Actions page 26) Each site offers support for students who struggle academically. The level of support offered students who struggle academically varies from site to site based on state and federal funding.</p> <p>Teachers work collaboratively to support students, but their time to plan support for struggling learners has been impacted by the professional learning required for CCSS.</p> <p><u>Need</u> Interventions to support students must be identified.</p> <p>An appropriate menu of effective interventions needs to be available at every site.</p> <p><u>Metrics</u> Interventions for each tier of RTI Student achievement data</p>	GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	<p>Low income pupils</p> <p>English learners</p> <p>Re-designated fluent English proficient pupils</p> <p>Hispanic</p> <p>Students with disabilities</p>	All	<p>Students who struggle academically will receive refined and increased support</p> <p>Student achievement will increase.</p>	<p>Students who struggle academically will receive refined and increased support</p> <p>Student achievement will increase.</p> <p>Decrease special education pupil count.</p>	<p>Students who struggle academically will receive refined and increased support</p> <p>Student achievement will increase.</p> <p>Decrease special education pupil count.</p>	<p>Pupil Achievement</p> <p>Pupil Engagement</p> <p>Implementation of State Standards</p> <p>Other Pupil Outcomes</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><u>Current Status:</u> Behavioral Interventions (Actions page 27) Attendance rate overall is 96.1%, Chronic absenteeism rate for English only is 2.88%; 6.32% for Hispanic and 12.93% for EL Suspension rate is 2.5% Expulsion rate is .2% Dropout rate is 1.7% overall; 2.9% Hispanic; 5.8% EL HS graduation rate is 93.9% overall; 83.7% EL The district has systems in place to work with students who do not attend school regularly or who have been suspended or expelled. Each site has clearly articulated behavior expectations and elementary sites have character education programs. Sites vary in structured programs offered during lunch and after school depending on state and federal funding. The level and type of support offered students who struggle behaviorally varies from site to site. Middle schools and high schools have counselors at each site. School psychologists are assigned to sites. <u>Need</u> Implementation of Positive Behavioral Intervention and Support (PBIS) across the district. Expand other means of correction including restorative justice. Programs to connect Hispanic males to school need to be implemented. Structured activities during non-instructional time. <u>Metrics</u> Interventions for each tier of RTI Attend., suspension, expulsion, dropout ,grad rates.</p>	<p>GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.</p>	<p>Low income pupils English learners Hispanic (males) Foster youth</p>	<p>All</p>	<p>Students who struggle behaviorally will receive refined and increased support Chronic absenteeism for Hispanics and ELs will decrease by 2%. Continue to meet or exceed state target of 90% graduation rate. Maintain or lower current suspension and expulsion rate. Decrease drop-out rate for English learners.</p>	<p>Students who struggle behaviorally will receive refined and increased support Chronic absenteeism for Hispanics and ELs will decrease by 2%. Continue to meet or exceed state target of 90% graduation rate. Maintain or lower current suspension and expulsion rate. Decrease drop-out rate for English learners.</p>	<p>Students who struggle behaviorally will receive refined and increased support Chronic absenteeism for Hispanics and ELs will decrease 2%. Continue to meet or exceed state target of 90% graduation rate. Maintain or lower current suspension and expulsion rate. Decrease drop-out rate for English learners.</p>	<p>Pupil Engagement School Climate</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><u>Current Status:</u> Professional learning for Common Core and Technology (Actions pages 28-29) 99.5% of the district's teachers are highly qualified as defined by NCLB. The district provides an induction program for all beginning teachers and 37.5 hours of training in the instructional framework, Essential Elements of Instruction (EEI), for all certificated staff new to the district. Currently, 6 Math Teachers on Special Assignment (TOSA) and 3 Technology Teachers on Special Assignment provide professional development and support for teachers in planning. One-to-one program has grown to 81 teachers.</p> <p><u>Need</u> As professionals, teachers and administrators are responsible for learning about changes in state content standards, improved resources to support these standards, including digital curriculum, and research-based pedagogy aligned to the new standards.</p> <p><u>Metrics</u> Professional learning calendar Classroom observations to determine degree of implementation Survey for teachers regarding use of technology</p>	GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for students.	All	All	<p>Students in mathematics and English language arts classrooms will receive instruction aligned to the expectations of Common Core (CC).</p> <p>Teachers pilot and select instructional resources aligned to the CC.</p> <p>An increased number of teachers will use technology as a tool in the teaching-learning process.</p>	<p>Students in history, science and technical subjects will receive instruction aligned to the expectations of the literacy standards.</p> <p>Teachers will use CC aligned instructional materials.</p> <p>An increased number of teachers will use technology as a tool in the teaching-learning process.</p>	<p>Students in science classrooms will receive instruction aligned to the expectations of the Next Generation Science Standards.</p> <p>Teachers will use CC aligned instructional materials.</p> <p>An increased number of teachers will use technology as a tool in the teaching-learning process.</p>	<p>Implementation of State Standards</p> <p>Pupil Achievement</p>	

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<p><u>Current Status:</u> Structures for Collaboration (Actions page 28) Teachers currently have collaboration time once a week during early release or late start schedules. Some professional development may be provided during that time if agreed upon, but most often it is provided during the day with substitutes in classrooms. An additional day was added to the teachers' work year to participate in professional development this past year. Each grade level team had two ½ day planning sessions with the math TOSAs. Summer academies for mathematics will be provided this year. Beginning teachers have an opportunity to observe veteran teachers in their classrooms.</p> <p><u>Need</u> Teachers need varied opportunities to collaborate and learn with and from one another as they implement the necessary changes required of CCSS. Veteran teachers desire to observe their peers in classroom practice.</p> <p><u>Metrics</u> Professional learning calendar Site plans</p>	GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for students.	All	All	Alternative means to provide opportunities for professional collaboration and learning will be investigated, including peer observations.	Teachers will have varied opportunities to collaborate and learn about practice, including opportunities for peer observations.	Teachers will have varied opportunities to collaborate and learn about practice, including opportunities for peer observations.	Implementation of State Standards Pupil Achievement	

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<p><u>Current Status:</u> Professional learning for staff working with students with special needs. (Actions pages 28-29) SMHS teachers have been participating in inclusive service delivery models training to provide students with special needs optimum opportunity to access general education classes</p> <p>Classified staff have not had the opportunity for on-going training.</p> <p>14% of our students are considered students with special needs.</p> <p><u>Need</u> Increase the opportunities for students with disabilities to engage in general education settings. SPPI #5 (Least Restrictive Environment) shows that 45% of our students with disabilities are in general education classes more than 80% of the time (target is 76%of students). Conversely, 22% of our students with disabilities are in general education classes less than 40% of time (target is 9%)</p> <p>Additional staff, Instructional Assistants, must learn strategies to address the unique needs of special needs students to support their learning.</p> <p><u>Metrics</u> Professional learning calendar Classroom observations to determine degree of implementation State Performance Plan Indicator 5</p>	GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for students.	Students with special needs	All	<p>Training appropriate to the role of Instructional Assistants working with students with special will be developed</p> <p>Teachers implementing more inclusive-teaching models will be supported through training.</p> <p>Students with special needs will have increased access to general education classrooms with appropriate supports and services.</p>	<p>Instructional assistants working with students with special needs will receive professional development.</p> <p>Teachers implementing more inclusive-teaching models will be supported through training.</p> <p>Students with special needs will have increased access to general education classrooms with appropriate supports and services.</p>	<p>Instructional assistants working with students with special needs will receive professional development.</p> <p>Teachers implementing more inclusive-teaching models will be supported through training.</p> <p>Students with special needs will have increased access to general education classrooms with appropriate supports and services.</p>	<p>Pupil Achievement</p> <p>School Climate</p> <p>Course Access</p>	

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<p><u>Current Status:</u> Professional learning for staff working with English learners. (Actions pages 33-34) All elementary schools and teacher leaders at the secondary schools have been trained in strategies to accelerate the academic achievement of English learners. Many veteran elementary teachers have received GLAD training. 126 secondary teachers have been trained in SDAIE strategies. 30% of the students in the district are considered English learners, including recent Reclassified Fluent English Proficient (RFEP) students.</p> <p><u>Need</u> Additional staff, including teaches of students with disabilities, must learn strategies to address the unique needs of English learners to support their learning.</p> <p>Teachers and administrators are responsible for learning about new content standards for ELD, improved resources to teach the standards, and research-based pedagogy aligned to the new standards. Every staff member could deepen their understanding of the cultural backgrounds of our students.</p> <p><u>Metrics</u> Professional learning calendar Classroom observations Grades of English learners Parent school climate survey</p>	GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for students.	English learners	All	<p>An increased number of teachers will use SDAIE and GLAD strategies to effectively engage English learners, make content comprehensible and support language development. (60 Ts SDAIE and 24 Ts GLAD added)</p> <p>Cultural awareness training for office staff will be planned.</p>	<p>An increased number of teachers will use SDAIE and GLAD strategies to effectively engage English learners, make content comprehensible and support language development.</p> <p>English learners will have access to content of the core curriculum</p> <p>Students in ELD classrooms will receive instruction aligned to the expectations of the new ELD standards.</p> <p>Cultural awareness training for office staff will be provided. As a result, parents will feel more comfortable at schools.</p>	<p>An increased number of teachers will use SDAIE and GLAD strategies to effectively engage English learners, make content comprehensible and support language development.</p> <p>English learners will have access to content of the core curriculum</p> <p>Students in ELD classrooms will receive instruction aligned to the expectations of the new ELD standards.</p> <p>Cultural awareness training expanded to other staff. As a result, students and parents will feel more comfortable at schools.</p>	<p>Pupil Achievement</p> <p>School Climate</p> <p>Course Access</p>	

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<p><u>Current Status:</u> Parent workshops (Actions page 30)</p> <p>Workshops for parents have been offered at the District and site levels on Common Core. Sites have offered trainings on level-specific topics such as graduation requirements and PACE. Parent workshops are available for parents of students with social-emotional needs at the District. NCCSE CAC offers workshops for parents of special needs students.</p> <p><u>Need</u> Specific trainings for parents need to be offered at each site to address academic learning and parenting skills. Additional Common Core workshops need to be offered.</p> <p>Parents of English learners need to understand the requirements and expectations for their children.</p> <p><u>Metrics</u> Calendar of parent workshops across the district. Parent survey</p>	GOAL 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.	<p>All</p> <p>Low-income pupils</p> <p>English learners</p> <p>Students with disabilities</p>	All		Survey administered in 2015 will serve as a baseline to determine parents' understanding of expectations and support for their children.	Increase in parents' understanding of expectations and support for their children.	Increase in parents' understanding of expectations and support for their children.	<p>Pupil Achievement</p> <p>Implementation of State Standards</p> <p>Parental Involvement</p> <p>School Climate</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><u>Current Status:</u> Communication with parents (Actions page 30) District and site communications with parents include written and verbal messages.</p> <p>All schools communicate student progress with progress reports and report cards.</p> <p>Elementary schools hold conferences with parents in the fall. Middle schools hold conferences with parents of struggling learners.</p> <p>Middle and high schools use different online grading systems to communicate student progress.</p> <p><u>Needs</u> Increase the means in which parents receive communication (social media). Improve the efficiency of parent communication (digital library of information).</p> <p>Provide an opportunity for parents to access technology for those who do not currently have access.</p> <p>Expand parent component of on-line grading system to elementary level and use a consistent program K-12.</p> <p><u>Metrics</u> Information plans Parent survey Schedules for technology access On-line grading system</p>	GOAL 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.	All	All		Survey administered in 2015 will serve as a baseline to determine parents' access to information about their children's educational program.	Increase in parents' access to information about their children's educational program.	Increase in parents' access to information about their children's educational program.	Pupil Achievement Parental Involvement School Climate

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Current Status:</u> Parental Input and Student Connectedness (Actions page 30) Many sites solicit parent input about the school through surveys.</p> <p>Students take the California Healthy Kids Survey (CHKS) in grades 5, 7, 9 and 11 every other year. 47% of grades 7 and 9 students report that they feel connected to school, while 46% of 11th graders report that they feel connected to school.</p> <p><u>Need</u> A district-wide school climate survey administered annually and reviewed by a subcommittee of SSC/ELAC at sites.</p> <p><u>Metric</u> Parent survey CHKS survey</p>	GOAL 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.	All	All		Survey administered in 2015 will serve as a baseline to determine parent engagement and satisfaction with the educational program.	Increased parent engagement and satisfaction with the educational program. Students will feel more connected to the school. CHKS increase by 5% at each level test administered.	Increased parent engagement and satisfaction with the educational program.	Pupil Engagement Parental Involvement School Climate

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- 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
- 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.

KEY to Expenditure Notes:
 N/A means additional funds are not necessary as the work will be completed by existing personnel or it is an existing practice that is already funded
 An * with a word after it means the funds required for this service or action have already been stated under another action or service
 TBD means “To Be Determined”-the cost will be determined based on planning from the prior year

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>Inventory number of devices in classrooms and craft a plan for increasing the number including parent options. N/A</p> <p>Provide devices for math classes to reach 6 per Grades 1-5 and 8 per grades 6-8, Algebra I, 2, Geometry. \$ 556,000 + 50,000 growth LCAP Add. Supp. Funds</p>	<p>Provide devices for additional classes per plan. TBD</p> <p>Add 2 technical support services personnel. \$ 150,000 LCAP Add. Supp. Funds</p>	<p>Provide devices for grades 3-5 and core subjects in MS and HS. TBD</p> <p>Maintain 2 technical support personnel. \$ 150,000 LCAP Add. Supp. Funds</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
GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	<p>Implementation of State Standards</p> <p>Course Access</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p>	Career Preparation and Enhanced Electives	LEA-wide		<p>Designate an Assistant Principal on Special Assignment (APOSA) to define career ready and to refine and develop CTE courses, career pathways and electives. \$ 135,000 LCAP Add. Supp. Funds</p> <p>Convene a task force to research various models in preparing students to be career ready and examine how to refine and develop CTE courses, career pathways and internships. \$ 10,000 LCAP Add. Supp. Funds</p> <p>Define career ready and specify a metric to determine career ready. *APOSA</p> <p>Develop a strategic plan for K-12 Visual and Performing Arts (VAPA) \$ 8,600 General Fund</p>	<p>Maintain APOSA \$ 135,000 LCAP Add. Supp. Funds</p> <p>Make recommendations to Governing Board. N/A</p> <p>Use metric to determine baseline for % career ready. TBD</p> <p>Begin to phase in VAPA strategic plan. TBD</p>	<p>Maintain APOSA \$ 135,000 LCAP Add. Supp. Funds</p> <p>Plan for implementation in accordance with Governing Board policy. N/A</p> <p>Employ strategies to increase career ready status. TBD</p> <p>Continue to phase in VAPA strategic plan. TBD</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
GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.	Basic Services	Sufficient and Upgraded Facilities	LEA-wide		<p>Construct enough classroom and support facilities to minimize the Student-to-Teacher ratios within the new state mandated STT requirements.</p> <p>Implement data and technology infrastructure and provisions.</p> <p>Develop new schools and facility additions to accommodate projected student enrollment growth and replace existing portables.</p> <p>Develop Prop 39 Energy Efficiency plan for upgrades to sustainable classrooms and student programs.</p> <p>Use the OPSC Facilities Inspection tool to determine status of facilities for the School Accountability Report Card (SARC).</p> <p>Improve safety provisions throughout the facilities.</p> <p style="text-align: center;"><u>Funds</u></p> <p>Capital Facilities Fund (25-19) \$40,000,000 Local Bond Funds (21-10) 25,000,000 State Prop 39 Funds 200,000</p>	<p>Construct enough classroom and support facilities to minimize the Student-to-Teacher ratios within the new state mandated STT requirements.</p> <p>Implement data and technology infrastructure and provisions.</p> <p>Develop new schools and facility additions to accommodate projected student enrollment growth and replace existing portables.</p> <p>Develop Prop 39 Energy Efficiency plan for upgrades to sustainable classrooms and student programs.</p> <p>Use the OPSC Facilities Inspection tool to determine status of facilities for the School Accountability Report Card (SARC).</p> <p>Improve safety provisions throughout the facilities.</p> <p style="text-align: center;"><u>Funds</u></p> <p>Capital Facilities Fund (25-19) \$5,000,000 Local Bond Funds (21-10) 15,000,000 State Prop 39 Funds 1,150,000</p>	<p>Construct enough classroom and support facilities to minimize the Student-to-Teacher ratios within the new state mandated STT requirements.</p> <p>Implement data and technology infrastructure and provisions.</p> <p>Develop new schools and facility additions to accommodate projected student enrollment growth and replace existing portables.</p> <p>Develop Prop 39 Energy Efficiency plan for upgrades to sustainable classrooms and student programs.</p> <p>Use the OPSC Facilities Inspection tool to determine status of facilities for the School Accountability Report Card (SARC).</p> <p>Improve safety provisions throughout the facilities.</p> <p style="text-align: center;"><u>Funds</u></p> <p>Capital Facilities Fund (25-19) \$5,000,000 Local Bond Funds (21-10) 45,000,000 State Prop 39 Funds 1,150,000</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
GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	<p>Implementation of State Standards</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p>	Academic Support	LEA-wide		<p>Reduce student – teacher ratio at K-3 level (15 teachers) \$ 900,000 General Fund</p> <p>Analyze cost of reducing secondary class size N/A</p> <p>Purchase and implement reading diagnostic tool grades 1 or 2-12. \$ 62,000 LCAP Add. Supp. Funds</p> <p>Identify uniform criteria for determining students who need academic support based on multiple measures. N/A</p> <p>District to continue research into models and resources for effective Response to Intervention (RTI) practices. * Hanover \$</p> <p>Sites continue Professional Learning Community (PLC) practices. N/A</p> <p>Maintain current data management systems while researching K-12 systems to monitor student progress. \$ 113,000 General Fund</p> <p>APOSA to provide uniform data set to each site for metrics in LCAP throughout the year. *APOSA</p> <p>APOSA to prepare staff for SBAC. *APOSA</p> <p>Develop consistent SST practices. N/A</p>	<p>Reduce student – teacher ratio at K-3 level (6 teachers) \$ 400,000 General Fund</p> <p>Determine feasibility of reducing secondary class size TBD</p> <p>Use reading diagnostic tool to monitor students’ literacy levels and provide support if needed \$ 62,000 LCAP Add. Supp. Funds</p> <p>Implement criteria for determining students who need academic support. N/A</p> <p>Build leadership capacity to enhance Professional Learning Community (PLC) practices. TBD</p> <p>Select and purchase K-12 data management system. TBD</p> <p>Continue to provide uniform data set to each site. *APOSA</p> <p>Continue to provide staff SBAC updates. *APOSA</p> <p>Implement SST practices N/A</p>	<p>Reduce student – teacher ratio at K-3 level (6 teachers) \$400,000 General Fund</p> <p>Continue to reduce class size at secondary level if feasible. TBD</p> <p>Use reading diagnostic tool to monitor students’ literacy and intervene as needed \$ 62,000 LCAP Add. Supp. Funds</p> <p>Continue implementation of criteria for determining students who need academic support N/A</p> <p>Continue to support leadership in PLC practices. N/A</p> <p>Professional learning to implement K-12 data system that will provide uniform data set to sites for metrics in LCAP. TBD</p> <p>Continue to provide staff SBAC updates. *APOSA</p> <p>Continue SST practices. N/A</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
					Evaluate SPED practices for assessment, identification and placement. N/A	Plan to revise special education (SPED) practices. N/A	Begin revisions in special education practices. TBD
GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	Pupil Engagement School Climate	Behavioral/Social/Emotional Support	LEA-wide		<p>District to continue research into models and resources for effective Response to Intervention (RTI) practices. * Hanover</p> <p>APOSA to provide uniform data set to each site for metrics in LCAP throughout the year. * APOSA</p> <p>Develop consistent SST practices. N/A</p> <p>ES/MS sites to plan more structured activities during non-instructional time. N/A</p> <p>MS to reinstate after-school sports. \$ 90,000 General Fund.</p>	<p>Sites plan clearly defined tiers of behavioral interventions based on district research. N/A</p> <p>Continue to provide uniform data set to each site. * APOSA</p> <p>Implement consistent SST practices. N/A</p> <p>ES/MS implement plan for more structured activities during non-instructional time. N/A</p> <p>Continue MS after-school sports. \$ 90,000 General Fund</p>	<p>Sites implement clearly defined tiers of behavioral interventions TBD</p> <p>Continue to provide uniform data set to each site. * APOSA</p> <p>Maintain consistent SST practices. N/A</p> <p>ES/MS continue structured activities during non-instructional time. N/A</p> <p>Continue MS sports. \$ 90,000 General Fund</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
GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for all students.	Implementation of State Standards Course Access Pupil Achievement School Climate	Professional Development and Collaboration	LEA-wide LEA-wide LEA-wide MS/HS LEA-wide LEA-wide LEA-wide School-wide LEA-wide School-wide		Maintain BTSA and EEI \$ 306,580 and \$ 64,225 General Fund and LCAP Base Supp. Funds Maintain 9 TOSAs: 6 Math and 3 Technology \$ 475,000 Common Core Funds \$ 130,000 General Fund Continue professional development for Common Core pedagogy and resources (including digital) \$ 584,350 Common Core Funds \$ 30,000 Federal Funds Continue Expository Reading an Writing Course (ERWC) training. \$ 6,000 Common Core Funds Technology training (1-1, apps) \$ 82,650 Common Core Funds Develop training modules for Instructional Assistants (IAs) N/A 1 ES and 1 MS to be trained in PBIS as pilot sites \$ 2,700 General Fund Create an HR/Association task force to explore ways of increasing collaboration and professional learning time, including peer observations. N/A Continue support for HS involved in implementing co-teaching model. Begin work with 2 MS in	Maintain BTSA and EEI \$ 306,580 and \$ 64,225 General Fund and LCAP Base Supp. Funds Maintain 3 TOSAs: Technology \$ 130,000 General Fund \$ 65,000 LCAP Add. Supp. Funds Continue professional development for Common Core pedagogy and resources (including digital) \$ 300,000 LCAP Add. Supp. Funds Continue Expository Reading an Writing Course (ERWC) training. As needed for new staff. TBD Technology training (1-1, apps, Teacher Leaders at HS on blended learning) \$ 100,000 LCAP Add. Supp. Funds Implement and continue to develop training modules for IAs \$ 2,500 Federal Funds Expand PBIS training to include additional schools \$ 9,000 LCAP Add. Supp. Funds Implement ideas from task force. TBD Involve more HS and MS teachers in co-teaching training. Begin training grades K-2 in more inclusive models for students with	Maintain BTSA and EEI \$ 306,580 and \$ 64,225 General Fund and LCAP Base Supp. Funds Maintain 3 TOSAs: Technology \$ 130,000 General Fund \$ 65,000 LCAP Add. Supp. Funds Continue professional development for Common Core pedagogy and resources (including digital) \$ 300,000 LCAP Add. Supp. Funds Continue (ERWC) training as needed for new staff. TBD Technology training (1-1, apps, Teacher Leaders at MS on blended learning) \$ 100,000 LCAP Add. Supp. Funds Implement training modules for IAs \$ 2,500 Federal Funds Expand PBIS training to all schools. \$ 9,000 LCAP Add. Supp. Funds Continue ideas from task force TBD Involve more HS and MS teachers in co-teaching training. Begin training grades 3-5 in more inclusive models for students with special needs.

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
			LEA-wide	co-teaching/collaboration model for general and special education teachers. Task Force for K-8 to define the Learning Center model and recommend training. \$ 41,000 Federal Funds	special needs \$ 40,000 Federal Funds	\$ 35,000 Federal Funds	
			LEA-wide	Leadership task force trained in effective grading practices \$ 48,000 Federal Funds	Teachers trained in effective grading practices. \$ 55,000 Federal Funds	Teachers trained in effective grading practices. \$ 55,000 Federal Funds	
			LEA-wide	Contract with Hanover for research and evaluation services. \$ 35,000 LCAP Add. Supp. Funds	Professional development in creating access for ELs and students with special needs to the guaranteed and viable curriculum. \$ 50,000 LCAP Add. Supp. Funds	Professional development in creating access for ELs and students with special needs to the guaranteed and viable curriculum. \$ 50,000 LCAP Add. Supp. Funds	
			LEA-wide	Professional development in Response to Intervention (RTI) models and resources to differentiate and personalize learning. \$ 72,000 Federal Funds	Professional development in Response to Intervention (RTI) models and resources to differentiate and personalize learning. \$ 50,000 Federal Funds	Professional development in Response to Intervention (RTI) models and resources to differentiate and personalize learning. \$ 50,000 Federal Funds	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.	Implementa- tion of State Standards Pupil Achievement Parental Involvement Pupil Engagement School Climate	Parent training, communication, input	LEA-wide		<p>Continue workshops around CC, graduation requirements, A-G, PACE promise. N/A</p> <p>Provide a district-wide calendar of parent workshops. N/A</p> <p>Develop a district-wide survey for parents to complete annually. * Hanover</p> <p>Develop a district wide digital library for K-12 Parent Information as part of an overall varied plan for communication, including consistent translation services. N/A</p> <p>Parent Liaison will research topics and possible incentives to increase parent attendance at workshops and school events. \$ 80,000 LCAP Add. Supp. Funds</p> <p>Develop workshop for working with students receiving D/F or 1/2 grades. * Parent Liaison</p> <p>Sites will develop plans to afford parents access to campus technology. N/A</p> <p>An analysis of varying on-line grading systems will be completed. *Hanover and Task Force</p>	<p>Continue workshops around CC, graduation requirements, A-G, PACE promise. N/A</p> <p>Continue to provide a district-wide calendar of parent workshops. N/A</p> <p>Administer district-wide survey and determine ways to strengthen school climate. N/A</p> <p>Each site to form a school climate subcommittee comprised of SSC/ELAC/PTO members. N/A</p> <p>Maintain and update a district wide digital library for K-12 Parent Information as part of an overall varied plan for communication, including consistent translation services. N/A</p> <p>Parent Liaison supports site leadership in developing parent workshops and communication using incentives to raise attendance. \$ 80,000 LCAP Add. Supp. Funds</p> <p>Offer D/F, 1/2 grades workshop. * Parent Liaison</p> <p>Sites will implement plans to afford parents access to campus technology. N/A</p> <p>An on-line grading system will be recommended K-12. N/A</p>	<p>Continue workshops around CC, graduation requirements, A-G, PACE promise. N/A</p> <p>Continue to provide a district-wide calendar of parent workshops. N/A</p> <p>Administer district-wide survey and site subcommittees recommend actions to improve school climate. N/A</p> <p>Maintain and update a district wide digital library for K-12 Parent Information as part of an overall varied plan for communication, including consistent translation services. N/A</p> <p>Parent Liaison support site leadership in developing parent workshops and communication using incentives to raise attendance. \$ 80,000 LCAP Add. Supp. Funds</p> <p>Continue grades workshop * Parent Liaison</p> <p>Sites will continue to provide for parental/guardian access to campus technology. N/A</p> <p>An on-line grading system will be implemented K-12. TBD</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.</p> <p>GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration.</p>	<p>Implementation of State Standards</p> <p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>	<p>For low income pupils:</p>	<p>LEA-wide</p>	<p>Annual Update: Review of actions/ services</p>	<p>Plan training regarding effects of poverty on student learning. N/A</p> <p>Select and purchase digital tools to differentiate instruction. \$ 75,000 LCAP Add. Supp. Funds</p> <p>Sites continue academic and behavioral interventions and refine their plans based on district research and site funding. \$ 2,804,000 LCAP Base Supp. Funds</p> <p>Add .5 FTE academic Intervention Specialist at 8 elementary sites. \$ 350,000 LCAP Add. Supp. Funds</p> <p>Add 1 section per 2 MS \$ 34,000 General Fund</p> <p>Sites develop a plan to increase 1-1 check-ins for students "at risk" and implementation of focus group. N/A</p> <p>Hire a Child Welfare Services Social Worker to coordinate and support district wide interventions and plan mentoring programs (peer-to- peer, MS/HS to ES, community-based). \$ 95,000 LCAP Add. Supp. Funds</p>	<p>Provide training for staff on effects of poverty on student learning. Plan training regarding variations in learning based on gender. N/A</p> <p>Train staff on use of tools to differentiate and implement tools \$ 75,000 LCAP Add. Supp. funds</p> <p>Sites implement refined plan for interventions based on research, criteria and funding. TBD</p> <p>Maintain .5 FTE Intervention Specialists \$ 350,000 LCAP Add. Supp. Funds</p> <p>Reduce teacher-student ratio at MS \$ 1,000,000 General Fund</p> <p>Sites implement plan to increase attention to at-risk. N/A</p> <p>Child Welfare Services Social Worker provides training to site personnel, supports students and parents in accessing resources. Begin mentoring program. \$ 95,000 LCAP Add. Supp. Funds</p>	<p>Provide training for staff on effects of gender on student learning. N/A</p> <p>Continue implementation of tools to differentiate instruction. \$ 75,000 LCAP Add. Supp. funds</p> <p>Sites refine plan for interventions based on data and funding. TBD</p> <p>Maintain .5 FTE Intervention Specialists \$ 350,000 LCAP Add. Supp. Funds</p> <p>Expand reduced teacher-student ratio at MS \$ 1,000,000 General Fund</p> <p>Maintain plan for increased attention to at-risk students. N/a</p> <p>Child Welfare Services Social Worker continues to provide training to site personnel, supports students and parents in accessing resources. Continue mentoring program. \$ 95,000 LCAP Add. Supp. Funds</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Hire a Parent Liaison to support at-risk students and their families, with an emphasis on behavior, attendance, mentoring and personalized intervention * Parent Liaison	Parent Liaison provides support to parents in accessing services and trains staff and parents. * Parent Liaison	Parent Liaison continues to provide support to parents in accessing services and trains staff and parents. * Parent Liaison

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>GOAL 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.</p> <p>GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.</p> <p>GOAL 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration.</p>	<p>Implementation of State Standards</p> <p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>	<p>For English learners:</p>	<p>LEA-wide</p>		<p>Maintain EL Coordinator at each HS \$ 190,000 LCAP Base Supp. Funds</p> <p>Determine new reclassification criteria in absence of state assessment data. N/A</p> <p>Maintain models for delivering ELD instruction as district researches alternative models and programs aligned to new ELD framework. * Hanover</p> <p>Analyze placement of ELs in classes and courses and make recommendation for clustering students at elementary and pathways at secondary based on language development and to maximize access to guaranteed and viable curriculum and enrollment in rigorous courses. N/A</p> <p>Continue professional development in strategies to make content comprehensible (SDAIE, GLAD). \$ 58,000 Federal Funds</p> <p>Professional development in new English language development standards. \$ 18,450 Common Core Funds</p> <p>Research resources, including digital tools, to differentiate instruction for ELs to increase proficiency in math and literacy. * Hanover</p>	<p>Maintain EL Coordinator at each HS \$ 190,000 Base Supp. Funds</p> <p>Revisit reclassification criteria based on SBAC baseline. N/A</p> <p>Recommend and plan for alternative delivery models or programs for ELD instruction. N/A</p> <p>Determine needs at each site in implementing the recommendation for EL placement. N/A</p> <p>Continue professional development in strategies to make content comprehensible (SDAIE, GLAD). \$ 58,000 Federal Funds</p> <p>Professional development in adapting instructional guides for the guaranteed and viable curriculum and resources to meet the language development needs of ELs. *Prof. Learn Section</p> <p>Purchase resources, including digital tools, to differentiate instruction for ELs to increase proficiency in math and literacy. \$ 200,000 LCAP Add. Supp. Funds</p>	<p>Maintain EL Coordinator at each HS \$ 190,000 Base Supp. Funds</p> <p>Continue reclassification criteria. N/A</p> <p>Provide professional development and implement ELD models and resources aligned to new ELD framework. TBD</p> <p>Implement plan to place EL students to maximize language development and access to a guaranteed and viable curriculum and enrollment in rigorous courses. TBD</p> <p>Continue professional development in strategies to make content comprehensible (SDAIE, GLAD). \$ 58,000 Federal Funds</p> <p>Professional development in adapting instructional guides for the guaranteed and viable curriculum and resources to meet the language development needs of ELs. * Prof. Learn Section</p> <p>Implement resources, including digital tools, to differentiate instruction for ELs to increase proficiency in math and literacy. \$ 200,000 LCAP Add. Supp. Funds</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Participate in Investing in Innovation Grant (i3) with UC Irvine and CSUSM addressing interpretive reading and argumentative writing for ELs. N/A</p> <p>Research, plan and purchase resources to provide a pilot extended school year for ELs not making sufficient progress in literacy and language. \$ 150,000 LCAP Add. Supp. Funds</p> <p>Plan cultural awareness training for office staff. N/A</p> <p>Provide “Newcomer” parent training. N/A</p>	<p>Participate in Investing in Innovation Grant (i3) with UC Irvine and CSUSM addressing interpretive reading and argumentative writing for ELs. N/A</p> <p>Continue and expand extended school year for ELs not making sufficient progress in literacy and language. \$ 200,000 LCAP Add. Supp. Funds</p> <p>Provide cultural awareness training for office staff. \$ 2,000 Federal Funds</p> <p>Provide “Newcomer” parent training. N/A</p>	<p>Participate in Investing in Innovation Grant (i3) with UC Irvine and CSUSM addressing interpretive reading and argumentative writing for ELs. N/A</p> <p>Continue extended school year for ELs not making sufficient progress in literacy and language. \$ 250,000 LCAP Add. Supp. Funds.</p> <p>Provide cultural awareness training for additional staff. \$ 2,000 Federal Funds</p> <p>Provide “Newcomer” parent training. N/A</p>
GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p> <p>School Climate</p>	For foster youth:	LEA-wide		<p>Newly hired district social worker to make contact with foster youth, monitor progress and offer supports through graduation and beyond. * Social Worker</p> <p>Each site will designate a foster youth liaison. N/A</p>	<p>Newly hired district social worker to make contact with foster youth, monitor progress and offer supports through graduation and beyond. *Social Worker</p> <p>Each site will designate a foster youth liaison. N/A</p>	<p>Newly hired district social worker to make contact with foster youth, monitor progress and offer supports through graduation and beyond. * Social Worker</p> <p>Each site will designate a foster youth liaison. N/A</p>
GOAL 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p>	For redesignated fluent English proficient pupils:	LEA-wide		<p>Data will be used to monitor progress of redesignated fluent English proficient pupils and academic support will be provided as necessary. *APOSA</p>	<p>Data will be used to monitor progress of redesignated fluent English proficient pupils and academic support will be provided as necessary. * APOSA</p>	<p>Data will be used to monitor progress of redesignated fluent English proficient pupils and academic support will be provided as necessary. *APOSA</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.)

Base Program

San Marcos Unified School District’s base program will focus on the four major goals established as a result of the analysis of data around the eight state priorities:
 Goal 1: Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core.
 Goal 2: Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.
 Goal 3: Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration in order to maintain the highest quality instruction for all students.
 Goal 4: Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.
 These goals will be a priority for all district and site personnel and will create a cohesive focus for the base program for students. Business Services, Human Resources and Instructional Services exist to support the academic success and social, emotional and physical well-being of all students.

Supplemental Services and Actions

The total supplemental budget for 2014-15 is \$9,784,422

Current Practices	2014-15 Additions 7.88% Proportionality	2015-16 Potential Additions	2016-17 Potential Additions
<ul style="list-style-type: none"> Site allocations for interventions (EIA, Supplemental Hourly) High School (HS) summer school AVID Program and Teachers (Middle and High Schools) Essential Elements of Instruction (EEI) Beginning Teacher Support and Assessment (B TSA) Full-time Teacher on Special Assignment (TOSA): AD, TOHS, SEES English Learner (EL) Coordinator: 1 per 2 High Schools .5 Intervention Specialist: RL, KH, PAL, TOES Reduced Class Size 24:1 for K-2: AD, JAL, SME Extended day Kindergarten: AD, JAL, SME Assistant Principals: 1 per ES, 1 additional for each Middle School (MS), 2 additional for 2 High Schools K-5 P.E. Teachers Counselors from supplemental school counseling: 1 per WPMS, SMMS, 3 High Schools Transportation to TOHS Cal-Safe Program Employee Bilingual Stipends 	<ul style="list-style-type: none"> Devices for math classes to provide up to 6 per grades 1-5 classrooms and 8 per grades 6-8 and HS Algebra 1, 2 and Geometry classes Reading diagnostic tool for grades 1/2-12 Digital tools to support at-risk learners Assistant Principal on Special Assignment (APOSA) for Career pathways, CTE Electives, VAPA and Pupil Outcomes 1 Parent Liaison 1 Social Worker Additional .5 FTE at 8 Elementary Schools Pilot EL Extended Year Contract with Hanover Research and Evaluation Various Task Forces Digital library for K-12 parent information 	<ul style="list-style-type: none"> Technology TOSA (previously funded out of Common Core CC State funds) Professional learning for Common Core (previously funded out of Common Core State funds) Professional learning in creating access for ELs and students with special needs to the guaranteed and viable curriculum Technology training (previously funded out of CC State funds) Expand Positive Behavior Intervention Support training Increase academic counseling 1 per 2 HS AVID sections if needed Increase devices per plan developed in 2014-15 Increase technical support services by 2 Reduce MS teacher student ratio Digital tools to support ELs Professional learning on digital tools to differentiate learning for ELs Expand EL Extended Year Potential costs to phase in VAPA 	<ul style="list-style-type: none"> Potential costs associated with A-G requirements Additional AVID sections Potential costs associated with Career Pathways, CTE Electives Additional costs to expand VAPA Professional learning on K-12 data management system K-12 on-line grading system Professional learning on K-12 on-line grading system Potential costs associated with changes in special education practices Increase devices per plan developed in 2014-15 Purchase resources aligned to new ELD framework Professional learning for new resources, models for ELD Increase expansion of EL Extended Year

Nearly one out of every two students in San Marcos Unified School District is part of the subgroup the state identifies as “low income pupils.” Nearly one third of students in San Marcos Unified School District is considered an English learner. English learners and “low-income pupils” are significant subgroups at every school. These identified groups of students have performed less well on state indicators of performance. Actions outlined in the plan are LEA-wide because every teacher in the district must be prepared to support the unique students in his or her classroom with the strategies, tools and resources that allow for effective and efficient differentiation of instruction based on the expectations of the state content standards.

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.

San Marcos Unified			
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP			
	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 9,784,422	\$ 11,417,655	\$ 12,177,944
Current year Minimum Proportionality Percentage (MPP)	7.88%	8.23%	8.30%
MPP at Target Supplemental and Concentration Spending Level	11.70%	10.87%	10.46%

The proportional increase of funding for unduplicated low income pupils, foster youth, and English learners is 7.88%. Increased services provided for these student groups will be in the areas of student support and intervention. Intervention Specialists, English Learner Coordinators and Counselors will be responsible for monitoring student progress on various district and state measures and assigning appropriate interventions based on students’ academic or behavioral needs. Access to digital resources will increase individualized support to students in these identified groups. The addition of a social worker and parent liaison at the district level will increase and orchestrate services to these students and their families.

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.