

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

Introduction:

LEA: Vineland School District

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Beginning in September 2013 all stakeholder have had several opportunities to provide input on the development of the Local Control Accountability Plan (LCAP), as well as to read and provide feedback on the draft plan. The process of involving all stakeholder in the development of the Local Control Accountability Plan was done in conjunction with the development of the District’s five year strategic plan. Beginning in September 2013, the District formed the District Advisory Committee (DAC) to review both qualitative and quantitative data for the goal setting process. The LCAP goals are the deconstructed sub goals for the strategic goals outlined in the strategic plan. The membership of the committee includes the Superintendent, site principals,	Input from the community and stakeholders yielded several themes that emerged resulting in the development of identified needs, which in-turn resulted in the identified goals in this Local Control Accountability Plan. The District Advisory Committee (DAC) reviewed input from all stakeholders, as well as other school/district data. Taking into consideration the eight state priorities, the five District Strategic Goals, and stakeholder input, the committee used its time to address “the what” (or the goals) and “the how” (or the actions and services). Jointly, they crafted 10 major goals designed to meet the needs of all students. While many of the goals address multiple areas of the state’s eight priorities, they also correspond well to the LCAP’s three broad categories:

Involvement Process	Impact on LCAP
<p>teachers from each grade level at each school site, parents from each school site representing low income students, English learner students, students with disabilities, and foster students, and one representative from each bargaining unit. The committee has met monthly has engaged in a comprehensive process to provide data and to receive input on the development of the plan. In addition to the District Advisory Committee (DAC), all stakeholders have had the opportunity to provide input on the plan at four community forums, the District English Learner Advisory Committee (DELAC) meetings, staff sensing sessions, Board meetings, and website surveys.</p> <p>Schedule of Meeting and Input Opportunities</p> <p><u>Community Forums</u> November 2, 2013 January 16, 2014 March 20, 2014 June 6, 2014</p> <p><u>District Advisory Committee (DAC) Meeting</u> September 3, 2013 October 7, 2013 November 4, 2013 December 2, 2013 February 3, 2014 March 3, 2014 April 7, 2014 May 5, 2013</p> <p><u>District English Learner Advisory Committee (DELAC) Meeting</u> October 9, 2013 December 11, 2013 February 12, 2014 May 14, 2014</p> <p><u>Sensing Session with the Staff</u> August 12, 2013 September 6, 2013 October 14, 2013</p>	<p>Conditions of Learning, Pupil Outcomes, and Engagement.</p> <p>While the LCAP addresses the next three years, the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) understand that many aspects of each goal will extend beyond the next three years. Additionally, due to budgetary constraints, there are a number of actions and services that committee members would like to incorporate when funds become available. Some of these actions and services may be included in the SPSA with the use of federal program funds. These 10 LCAP goals are addressed in the three-year plan of the LCAP, beginning with the 2014-15 school year.</p>

Involvement Process	Impact on LCAP
November 11, 2013 December 9, 2013 January 27, 2014 February 11, 2014 March 10, 2013 April 8, 2014 May 12, 2014 <u>Board Meeting</u> June 16, 2014 (Public Hearing) June 30, 2014 (Adoption)	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>There is a need to recruit and retain highly effective teachers, administrators, and paraprofessionals and ensure all teachers and paraprofessionals are fully credentialed and appropriately assigned.</p> <p>During the 2013-2014 school year, the District received anon0cmpliant</p>	<p>All teachers will be appropriately assigned pursuant to Education Code section 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching as measured by the annual Assignment Monitoring survey.</p>	All	All	<p>100% of all teachers will be fully credentialed measured by the annual Assignment Monitoring survey.</p> <p>100% of all teachers will be appropriately assigned measured by the annual Assignment Monitoring survey.</p>	<p>100% of all teachers will be fully credentialed measured by the annual Assignment Monitoring survey.</p> <p>100% of all teachers will be appropriately assigned measured by the annual Assignment Monitoring survey.</p>	<p>100% of all teachers will be fully credentialed measured by the annual Assignment Monitoring survey.</p> <p>100% of all teachers will be appropriately assigned measured by the annual Assignment Monitoring survey.</p>	Basic (1)	

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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finding for three teacher mis-assignments. Metric: Annual Assignment Monitoring survey								
There is a need to continue to ensure all students are provided access to standards aligned instructional materials. During the 2013-2014 school year, the District was declared	All students will have access to standards-aligned instructional materials pursuant to Education Code section 60119 as measured by the annual Williams Instructional	All	All		All students will have access to standards-aligned materials as measured by the annual Williams Instructional Materials Sufficiency survey.	All students will have access to standards-aligned materials as measured by the annual Williams Instructional Materials Sufficiency survey.	All students will have access to standards-aligned materials as measured by the annual Williams Instructional Materials Sufficiency survey.	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)

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sufficient during the most recent Williams Instructional Materials Sufficiency survey. Metric: Annual Williams Instructional Materials Sufficiency survey	Materials Sufficiency survey.							
There is a need to continue to ensure all facilities are appropriately maintained and in good repair. During the 2013-	All school facilities will be maintained in good repair pursuant to Education Code section 17002 as measured by the annual	All	All		All school facilities will be maintained in good repair as measured by the annual Williams Facilities inspection.	All school facilities will be maintained in good repair as measured by the annual Williams Facilities inspection.	All school facilities will be maintained in good repair as measured by the annual Williams Facilities inspection.	Basic (1)

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2014 school year, the District was declared sufficient during the most recent Williams Facilities inspection Metric: Annual Williams Facilities inspection	Williams Facilities inspection.							
There is a need to continue to increase the percent of students scoring proficient or above on norm-referenced, statewide assessments in	The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by at least 10.8%	All	All		The percent of students scoring Proficient or above on statewide English-Language Arts assessments	The percent of students scoring Proficient or above on statewide English-Language Arts assessments	The percent of students scoring Proficient or above on statewide English-Language Arts assessments	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)

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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Language Arts. In the 2012-2013 School year, the percent of students scoring proficient or above in English-Language Arts was 26.8% (state target: 89.2%) Metric: SBAC Assessment Results	each year.				will have increased by at least 10.8% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	will have increased by at least 10.8% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	will have increased by at least 10.8% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	
There is a need to continue to increase the percent of students scoring proficient or above on norm-	The percent of students scoring Proficient or above on statewide mathematics assessments	All	All		The percent of students scoring Proficient or above on statewide mathematics	The percent of students scoring Proficient or above on statewide mathematics	The percent of students scoring Proficient or above on statewide mathematics	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>referenced, statewide assessments in Mathematics.</p> <p>In the 2012-2013 School year, the percent of students scoring proficient or above in Mathematics was 30.3% (state target: 89.5%)</p> <p>Metric: SBAC Assessment Results</p>	will increase by at least 10.5% each year.				assessments will have increased by at least 10.5% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	assessments will have increased by at least 10.5% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	assessments will have increased by at least 10.5% over the previous year, as measured on the SBAC assessment and local benchmark assessments.	(7) Other Pupil Outcomes (8)
There is a need to continue to increase the percent of	The percent of English learner students meeting their	All	All		The percent of English learner students	The percent of English learner students	The percent of English learner students	Basic (1) Implementation of State Standards (2)

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<p>English learners who achieve full English language proficiency.</p> <p>Currently, the percent of students making annual progress in learning English is 53.8% (state target: 59%). The percent of students enrolled in a language instruction program for less than 5 years and becoming proficient in English is 14.2% (state target:</p>	<p>annual growth target in learning English will increase by at least 5% each year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs fewer than 5 years attaining English language proficiency will increase by at least 5% each</p>				<p>meeting their annual growth target in learning English will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs fewer than 5 years attaining</p>	<p>meeting their annual growth target in learning English will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs fewer than 5 years attaining</p>	<p>meeting their annual growth target in learning English will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs fewer than 5 years attaining</p>	<p>Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)</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>22.8%. And, The percent of students enrolled in a language instruction program for more than 5 years and becoming proficient in English is 18.2% (state target: 49%).</p> <p>Metrics: SBAC Assessment Results AMAO 1- English Learners making yearly progress AMAO 2- English Learners</p>	<p>year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs more than 5 years attaining English language proficiency will increase by at least 5% each year.</p> <p>The percent of English learners identified as Long-Term</p>			<p>English language proficiency will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs more than 5 years attaining English language</p>	<p>English language proficiency will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs more than 5 years attaining English language</p>	<p>English language proficiency will have increased by at least 5% over the previous year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs more than 5 years attaining English language</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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achieving proficiency in English Percent of Long Term English Learners Reclassification Rate	English Learners (L-TEL) shall not exceed 5%.				proficiency will have increased by at least 5% over the previous year. The percent of English learners identified as Long-Term English Learners (L-TEL) not exceed 5%.	proficiency will have increased by at least 5% over the previous year. The percent of English learners identified as Long-Term English Learners (L-TEL) not exceed 5%.	proficiency will have increased by at least 5% over the previous year. The percent of English learners identified as Long-Term English Learners (L-TEL) not exceed 5%.	
There is a need to provide a rigorous and relevant educational program that incorporates 21st	All students will be provided with a rigorous and relevant educational program that	All	All		The percent of students scoring Proficient or above on the 21st Century learning	The percent of students scoring Proficient or above on the 21st Century learning	The percent of students scoring Proficient or above on the 21st Century learning	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access

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Century learning themes and skills. Metric: 21st Century Skills Assessment District Writing Assessment Interdisciplinary Unit Project Based Assessments	incorporates 21st Century learning themes and skills.				themes and skills will have increased by at least 5% over the previous year, as measured by the 21st Century Skills Assessment Rubric.	themes and skills will have increased by at least 5% over the previous year, as measured by the 21st Century Skills Assessment Rubric.	themes and skills will have increased by at least 5% over the previous year, as measured by the 21st Century Skills Assessment Rubric.	(7) Other Pupil Outcomes (8)
There is a need to continue to refine and/or expand targeted interventions and supports for students' academic, health, and socio-emotional	All students in need of targeted interventions and supports for academic, health, and socio-emotional development will be provided with	All	All		The percent of student requiring targeted interventions and supports will have decreased by at least 5% over the	The percent of student requiring targeted interventions and supports will have decreased by at least 5% over the	The percent of student requiring targeted interventions and supports will have decreased by at least 5% over the	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
development to ensure all students have equitable access to a rigorous and relevant educational program. Metric: Annual Matriculation Rates Middle School Promotion Rates Academic Intervention Plan	such supports.				previous year.	previous year.	previous year.	
There is a need to continue to provide appropriate and effective family	The percent of family and community members trained on the	All	All		The percent of family and community members trained on the	The percent of family and community members trained on the	The percent of family and community members trained on the	Parent Involvement (3) Pupil Achievement (4) Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>and community engagement opportunities through education, communication, and collaboration to promote the success of all students at school and at home.</p> <p>Metric: Family and Community Engagement Survey Family and Community Engagement Opportunity Sign-in Sheets</p>	<p>District's academic initiatives shall increase by at least 10% each year.</p> <p>The percent of parents completing the Family and Community Engagement Survey shall increase by at least 10% each year.</p>				<p>District's academic initiatives will have increased by at least 10% over the previous year.</p> <p>The percent of parents completing the Family and Community Engagement Survey will have increased by at least 10% over the previous year.</p>	<p>District's academic initiatives will have increased by at least 10% over the previous year.</p> <p>The percent of parents completing the Family and Community Engagement Survey will have increased by at least 10% over the previous year.</p>	<p>District's academic initiatives will have increased by at least 10% over the previous year.</p> <p>The percent of parents completing the Family and Community Engagement Survey will have increased by at least 10% over the previous year.</p>	<p>Engagement (5) Other Pupil Outcomes (8)</p>
There is a need to	Positive	All	All		Positive	Positive	Positive	Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
continue to provide a safe, healthy, and engaging school environment by promoting the values, shared beliefs, and behavior of all the various stakeholders within the school community that reflects the school's social norms, which will allow students to strengthen their skills, competencies, and abilities.	<p>Attendance Rate: The positive attendance rate for each school shall be at least 95%.</p> <p>Truancy Rate: The truancy rate at each school shall not exceed 15%.</p> <p>Habitual Truancy Rate: The habitual truancy rate at each school shall not exceed 10%.</p> <p>Chronic</p>				<p>Attendance Rate: The positive attendance rate for each school shall be at least 95%.</p> <p>Truancy Rate: The truancy rate at each school will not exceed 15%.</p> <p>Habitual Truancy Rate: The habitual truancy rate at each school will not exceed 10%.</p>	<p>Attendance Rate: The positive attendance rate for each school shall be at least 95%.</p> <p>Truancy Rate: The truancy rate at each school will not exceed 15%.</p> <p>Habitual Truancy Rate: The habitual truancy rate at each school will not exceed 10%.</p>	<p>Attendance Rate: The positive attendance rate for each school shall be at least 95%.</p> <p>Truancy Rate: The truancy rate at each school will not exceed 15%.</p> <p>Habitual Truancy Rate: The habitual truancy rate at each school will not exceed 10%.</p>	Engagement (5) School Climate (6)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>Currently, the District maintains a 95.6% positive attendance rate. Additionally, the District maintains a 4.3% suspension rate and a 0% expulsion rate.</p> <p>Metric: Monthly Attendance Report Monthly Suspension Report Annual Expulsion Report School Climate Survey California</p>	<p>Truancy Rate: The chronic truancy rate at each school shall not exceed 5%.</p> <p>Suspension Rate: The suspension rate at each school shall not exceed 10% of the unduplicated student enrollment, with less than a 35% recidivism rate.</p> <p>Expulsion Rate: The expulsion rate at each</p>			<p>Chronic Truancy Rate: The chronic truancy rate at each school will not exceed 5%.</p> <p>Suspension Rate: The suspension rate at each school will not exceed 10% of the unduplicated student enrollment, with less than a 35% recidivism rate.</p>	<p>Chronic Truancy Rate: The chronic truancy rate at each school will not exceed 5%.</p> <p>Suspension Rate: The suspension rate at each school will not exceed 10% of the unduplicated student enrollment, with less than a 35% recidivism rate.</p>	<p>Chronic Truancy Rate: The chronic truancy rate at each school will not exceed 5%.</p> <p>Suspension Rate: The suspension rate at each school will not exceed 10% of the unduplicated student enrollment, with less than a 35% recidivism rate.</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
Healthy Kids Survey	school shall not exceed 1% of the unduplicated student enrollment.				Expulsion Rate: The expulsion rate at each school will not exceed 1% of the unduplicated student enrollment.	Expulsion Rate: The expulsion rate at each school will not exceed 1% of the unduplicated student enrollment.	Expulsion Rate: The expulsion rate at each school will not exceed 1% of the unduplicated student enrollment.	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
All teachers will be appropriately assigned pursuant to Education Code section 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching as measured by the annual Assignment Monitoring survey.	Basic (1)	The District will ensure all teachers and paraprofessionals are fully credentialed and appropriately assigned and contract with KCSOS or another district for necessary services.	LEA-wide		CSET preparation and examination fees reimbursement for teachers who pass the CSET examination, as needed. (Sup/Con: \$2,500)	CSET preparation and examination fees reimbursement for teachers who pass the CSET examination, as needed. (Sup/Con: \$2,500)	CSET preparation and examination fees reimbursement for teachers who pass the CSET examination, as needed. (Sup/Con: \$2,500)
					Fully credentialed 8th Grade Math Teacher. (Sup/Con: \$80,000-Ongoing cost)	Fully credentialed 8th Grade Math Teacher. (Sup/Con: \$80,000-Ongoing cost)	Fully credentialed 8th Grade Math Teacher. (Sup/Con: \$80,000-Ongoing cost)
					Fully Credentialed 5 th Grade Teacher to reduce class sizes.	Fully Credentialed 5 th Grade Teacher to reduce class sizes.	Fully Credentialed 5 th Grade Teacher to reduce class sizes.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					(Sup/Con: \$80,000- On going Cost) Library Media oversight-outside agency contract, as needed. (Sup/Con: Unknown) Licensed nursing services, as needed. (Sup/Con: \$15,000)	(Sup/Con: \$80,000- On going Cost) Library Media oversight-outside agency contract, as needed. (Sup/Con: Unknown) Licensed nursing services, as needed. (Sup/Con: \$15,000)	(Sup/Con: \$80,000- On going Cost) Library Media oversight-outside agency contract, as needed. (Sup/Con: Unknown) Licensed nursing services, as needed. (Sup/Con: \$15,000)
All students will have access to standards-aligned instructional materials pursuant to Education Code section 60119 as measured by	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)	The District will ensure that all students have access to standards aligned instructional materials.	LEA-wide		Instructional Material Replacement/R eplenishment Mathematics Language Arts Science History- Social Studies (Base: \$60,000) Curriculum	Instructional Material Replacement/R eplenishment Mathematics Language Arts Science History- Social Studies (Base: \$60,000) Curriculum	Instructional Material Replacement/R eplenishment Mathematics Language Arts Science History- Social Studies (Base: \$60,000) Curriculum

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
the annual Williams Instructional Materials Sufficiency survey.					Piloting Mathematics (2014-2015) Language Arts (2015-2016) History-Social Studies (TBD) Science (TBD) (Base: No Cost)	Piloting Mathematics (2014-2015) Language Arts (2015-2016) History-Social Studies (TBD) Science (TBD) (Base: No Cost)	Piloting Mathematics (2014-2015) Language Arts (2015-2016) History-Social Studies (TBD) Science (TBD) (Base: No Cost)
					Curriculum Adoption Mathematics (2015-2016) Language Arts (2016-2017) History-Social Studies (TBD) Science (TBD) (Base: \$80,000)	Curriculum Adoption Mathematics (2015-2016) Language Arts (2016-2017) History-Social Studies (TBD) Science (TBD) (Base: \$80,000)	Curriculum Adoption Mathematics (2015-2016) Language Arts (2016-2017) History-Social Studies (TBD) Science (TBD) (Base: \$80,000)
All school facilities will be maintained in good repair pursuant to Education Code section 17002 as measured by the annual Williams Facilities	Basic (1)	The District will continue to purchase the resources necessary to maintain the facilities.	LEA-wide		50% of Facilities Plan will be completed (Sup/Con: \$71,000)	75% of Facilities Plan will be completed (Sup/Con: \$53,000)	100% of Facilities Plan will be completed (Sup/Con: \$25,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
inspection.							
The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by at least 10.8% each year.	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)	<p>The District will incorporate the use of Common Core instructional bridge material to specifically address the content, rigor, and enhanced student performance expectations embedded in the Common Core State Standards.</p> <p>The District will implement and monitor a targeted programs and instructional activities designed to improve language and literacy skills to support students in acquiring English language fluency skills and accessing the core curriculum by providing variety of high interests texts, aligned to themes in adopted Reading/English-Language Arts (ELA) and English Language, providing multiple opportunities to speak and write, increasing</p>	LEA-wide		<p>Standards Plus Common Core-Language Arts Grades K-4 Language Arts Grades 5-8 Language Arts (Sup/Con: \$20,500)</p> <p>Star Reading (Title I: \$2,000)</p> <p>Accelerated Reader (Title I: \$5,700)</p> <p>Latino Family Literacy Project (Title I: \$3,000)</p> <p>Grade level class set of books for read aloud (4 per grade level—grades 1-4) (Title I: \$1,000)</p> <p>Write from the</p>	<p>Standards Plus Common Core-Language Arts Grades K-4 Language Arts Grades 5-8 Language Arts (Sup/Con: \$20,500)</p> <p>Star Reading (Title I: \$2,000)</p> <p>Accelerated Reader (Title I: \$5,700)</p> <p>Latino Family Literacy Project (Title I: \$3,000)</p> <p>Grade level class set of books for read aloud (4 per grade level—grades 1-4) (Title I: \$1,000)</p> <p>Library- Media</p>	<p>Star Reading (Title I: \$2,000)</p> <p>Accelerated Reader (Title I: \$5,700)</p> <p>Latino Family Literacy Project (Title I: \$3,000)</p> <p>Grade level class set of books for read aloud (4 per grade level—grades 1-4) (Title I: \$1,000)</p> <p>Library- Media</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		<p>foundational knowledge of second language acquisition principles, integrating English Language Development (ELD) objectives into planning, delivery, and assessment.</p> <p>The District will adopt, integrate and monitor the use of an effective district wide writing program.</p> <p>The District will expand library-media educational services</p>			<p>Beginning . . . and Beyond. (Title I: \$34,000)</p> <p>Write for the Future, Secondary Writing Program (Title I: \$1,350)</p> <p>Professional Development (Training of Trainers) (Title I: \$3,500)</p> <p>Library- Media Aide (Title I: \$36,000)</p> <p>Inventory system (Destiny) (Title I: \$2,500)</p> <p>Print-rich and digital resource environment (Title I: \$1,000)</p>	<p>Aide (Title I: \$36,000)</p> <p>Inventory system (Destiny) (Sup/Con: \$2,500)</p> <p>Print-rich and digital resource environment (Sup/Con: \$1,000)</p> <p>Extended library hours (Sup/Con: \$1,000)</p>	<p>Aide (Title I: \$36,000)</p> <p>Inventory system (Destiny) (Sup/Con: \$2,500)</p> <p>Print-rich and digital resource environment (Sup/Con: \$1,000)</p> <p>Extended library hours (Sup/Con: \$1,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					Extended library hours (Title I: \$1,000)		
The percent of students scoring Proficient or above on statewide mathematics assessments will increase by at least 10.5% each year.	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access (7) Other Pupil Outcomes (8)	The District will incorporate the use of Common Core instructional bridge material to specifically address the content, rigor, and enhanced student performance expectations embedded in the Common Core State Standards. The District will adopt, implement, and monitor a targeted program and instructional activities designed to improve mathematical fluency among students.	LEA-wide		Standards Plus Common Core-Mathematics Grades K-4 Math (Sup/Con \$20,500) Star Math (Title I: \$6,300) Accelerated Math (Title I: \$7,900) Math Facts In A Flash (Title I: \$6,100)	Star Math (Title I: \$6,300) Accelerated Math (Title I: \$7,900) Math Facts In A Flash (Title I: \$6,100)	Star Math (Title I: \$6,300) Accelerated Math (Title I: \$7,900) Math Facts In A Flash (Title I: \$6,100)
The percent of English learner students meeting their annual growth target	Basic (1) Implementation of State Standards (2) Pupil Achievement (4) Course Access	The District will adopt and implement a Strategic English Language Development program.	LEA-wide		Milestones (Sup/Con: \$2,500) EL Achieve (Sup/Con: \$6,000)	Milestones (Supplemental: \$2,500) EL Achieve (Supplemental: \$6,000)	Milestones (Supplemental: \$2,500) EL Achieve (Supplemental: \$6,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>in learning English will increase by at least 5% each year.</p> <p>The percent of English learner students enrolled in a language instruction educational programs fewer than 5 years attaining English language proficiency will increase by at least 5% each year.</p> <p>The percent of English learner students enrolled in a language instruction</p>	(7) Other Pupil Outcomes (8)				<p>English 3D Scholastic (Title III: \$2,500)</p> <p>English In A Flash (Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</p>	<p>English 3D Scholastic (Title III: \$2,500)</p> <p>English In A Flash (Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</p>	<p>English 3D Scholastic (Title III: \$2,500)</p> <p>English In A Flash (Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>educational program more than 5 years attaining English language proficiency will increase by at least 5% each year.</p> <p>The percent of English learners identified as Long-Term English Learners (L-TEL) shall not exceed 5%.</p>							
<p>All students will be provided with a rigorous and relevant educational program that incorporates 21st Century learning themes and</p>	<p>Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)</p>	<p>The District will provide instructional coherence through purposeful curriculum mapping, curriculum calibration, integrating a balanced and coherent system of assessments, and developing an effective grading system that accurately reflects the</p>	<p>LEA-wide</p>		<p>Extended day collaboration time (20 hours per grade level) (Title I: \$6,250)</p> <p>Online Assessment and Reporting System (OARS) License</p>	<p>Extended day collaboration time (20 hours per grade level) (Title I: \$6,250)</p> <p>Online Assessment and Reporting System (OARS) License</p>	<p>Extended day collaboration time (20 hours per grade level) (Title I: \$6,250)</p> <p>Online Assessment and Reporting System (OARS)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
skills.		<p>standards and competencies.</p> <p>The District will integrate and monitor an academic skills building and college readiness support programs and activities that incorporate the “non-negotiable” standardized use of organizational tools, time management tools, and note-taking protocols.</p> <p>The District will expand access to and use of instructional technology and digital resources to support the teaching and learning process. Instructional technology and digital resources will be used enhance and transform teaching and learning.</p> <p>The District will schedule regular and systematic professional development and vertical and horizontal collaboration</p>			<p>(Sup/Con: \$8,000)</p> <p>Academic Skill Building Materials (Lottery: \$10,000)</p> <p>Thinking Maps®: A Language for Leadership, 2nd Edition Professional Development (Title I: \$7,500)</p> <p>Microsoft Site License (Sup/Con: \$5,000)</p> <p>Replacing/updating, as needed, the computer labs (Sup/Con: \$5,000)</p> <p>Extended computer lab hours</p>	<p>(Sup/Con: \$8,000)</p> <p>Academic Skill Building Materials (Lottery: \$10,000)</p> <p>Thinking Maps®: A Language for Leadership, 2nd Edition Professional Development (Title I: \$7,500)</p> <p>Microsoft Site License (Sup/Con: \$5,000)</p> <p>Replacing/updating, as needed, the computer labs (Sup/Con: \$5,000)</p> <p>Extended computer lab hours</p>	<p>License (Sup/Con: \$8,000)</p> <p>Academic Skill Building Materials (Lottery: \$10,000)</p> <p>Thinking Maps®: A Language for Leadership, 2nd Edition Professional Development (Title I: \$7,500)</p> <p>Microsoft Site License (Sup/Con: \$5,000)</p> <p>Replacing/updating, as needed, the computer labs (Sup/Con: \$5,000)</p> <p>Extended computer lab</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		<p>opportunities to build instructional, coaching, and data analysis capacity of District and school site administrators, teachers, paraprofessionals, and other school support staff to deliver high quality instructional programs in support of student learning.</p> <p>The District will strategically reduce class sizes to focus on addressing the needs of students most at-risk of early reading failure. Class size reduction targets will be determined through negotiations.</p>			<p>(Sup/Con: \$1,000)</p> <p>Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructure (Sup/Con: \$5,000)</p> <p>Provide increased access to wireless technology (Sup/Con \$5,000)</p> <p>Grade Level Chair Stipends (Base: \$5,400)</p> <p>K-3 Teachers to support CSR</p>	<p>(Sup/Con: \$1,000)</p> <p>Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructure (Sup/Con: \$5,000)</p> <p>Provide increased access to wireless technology (Sup/Con \$5,000)</p> <p>Grade Level Chair Stipends (Base: \$5,400)</p> <p>K-3 Teachers to support CSR</p>	<p>hours (Sup/Con: \$1,000)</p> <p>Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructure (Sup/Con: \$5,000)</p> <p>Provide increased access to wireless technology (Sup/Con \$5,000)</p> <p>Grade Level Chair Stipends (Base: \$5,400)</p> <p>K-3 Teachers to support CSR</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					(Base: \$80,000)	(Base: \$80,000)	support CSR (Base: \$80,000)
All students in need of targeted interventions and supports for academic, health, and socio-emotional development will be provided with such supports.	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)	<p>The District will develop and implement an appropriate and effective Response to Instruction and Intervention (RtI2) program for all students not meeting grade level standards.</p> <p>All schools shall provide targeted academic intervention/remediation (focused on language and literacy skills and mathematics), acceleration, and enrichment beyond the regular school year (i.e., winter and summer intercession).</p> <p>All schools shall provide targeted academic intervention/remediation focused on language and literacy skills and mathematics before and/or after the regular school day for all students who</p>	LEA-wide		<p>Comprehensive Instructional Aides (Title I: \$60,000)</p> <p>At-Risk Coordinator (Title I: \$44,000)</p> <p>Community Liaison (Title I: \$34,000)</p> <p>Stipend for SAT members (Sup/Con: \$7,500)</p> <p>SAT Teacher release time (Sup/Con: \$4,500)</p> <p>Extended School Year Intervention</p>	<p>Comprehensive Instructional Aides (Title I: \$60,000)</p> <p>At-Risk Coordinator (Title I: \$44,000)</p> <p>Community Liaison (Title I: \$34,000)</p> <p>Stipend for SAT members (Sup/Con: \$7,500)</p> <p>SAT Teacher release time (Sup/Con: \$4,500)</p> <p>Extended School Year Intervention</p>	<p>Comprehensive Instructional Aides (Title I: \$60,000)</p> <p>At-Risk Coordinator (Title I: \$44,000)</p> <p>Community Liaison (Title I: \$34,000)</p> <p>Stipend for SAT members (Sup/Con: \$7,500)</p> <p>SAT Teacher release time (Sup/Con: \$4,500)</p> <p>Extended School Year Intervention</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		<p>are not meeting grade level standards and Long-Term English Learners (L-TEL) and those at-risk of becoming Long-Term English Learners (L-TEL).</p> <p>The District will contract with state approved SES providers to provide In-home targeted academic intervention after the regular school day for all students who are not meeting grade level standards (Far Below Basic, Below Basic, Basic) in mathematics and/or Reading/English Language Arts.</p>			<p>and Enrichment (Sup/Con: \$39,500)</p> <p>Extended School Day Intervention and Enrichment (Sup/Con: \$56,000)</p> <p>SES Contracts (Title I: \$96,000)</p>	<p>and Enrichment (Sup/Con: \$39,500)</p> <p>Extended School Day Intervention and Enrichment (Sup/Con: \$56,000)</p> <p>SES Contracts (Title I: \$96,000)</p>	<p>and Enrichment (Sup/Con: \$39,500)</p> <p>Extended School Day Intervention and Enrichment (Sup/Con: \$56,000)</p> <p>SES Contracts (Title I: \$96,000)</p>
The percent of family and community members trained on the District's academic initiatives shall increase by at least 10% each year.	Parent Involvement (3) Pupil Achievement (4) Pupil Engagement (5) Other Pupil Outcomes (8)	<p>The District shall build capacity for families and community members by:</p> <ul style="list-style-type: none"> Ensuring all schools have family and community involvement programs. Ensuring all school staff understand and implement required 	LEA-wide		<p>Literacy Nights x 2 Math Nights x 2 Homework Help x 2 Parenting Skills Family transition/newcomer (Quarterly) Quarterly Newsletter</p>	<p>Literacy Nights x 2 Math Nights x 2 Homework Help x 2 Parenting Skills Family transition/newcomer (Quarterly) Quarterly Newsletter</p>	<p>Literacy Nights x 2 Math Nights x 2 Homework Help x 2 Parenting Skills Family transition/newcomer (Quarterly) Quarterly Newsletter</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
The percent of parents completing the Family and Community Engagement Survey shall increase by at least 10% each year.		<p>and effective family and community engagement practices at their schools.</p> <ul style="list-style-type: none"> Establishing family and community - friendly volunteer policies to recruit and organize parent help and support. Training family and community members to successfully participate in curricular and budgetary decision-making. Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development. Ensuring staff and family and community member access to training in effective school, family, and 			<p>(District) Superintendent's Community Forums x 4 Community Based English Tutoring (Sup/Con: \$5,000) (Base: \$2,000) (Title I: \$15,000)</p>	<p>(District) Superintendent's Community Forums x 4 Community Based English Tutoring (Sup/Con: \$5,000) (Base: \$2,000) (Title I: \$15,000)</p>	<p>Newsletter (District) Superintendent's Community Forums x 4 Community Based English Tutoring (Sup/Con: \$5,000) (Base: \$2,000) (Title I: \$15,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		<p>community partnerships.</p> <ul style="list-style-type: none"> • Training staff, with the assistance of family and community members, in how to reach out to and work with family and community members as equal partners in their children’s education. • Ensuring that teachers and family and community members have the knowledge and tools to help students with homework and other curriculum-related activities (i.e., literacy and/or math nights, homework help, and classroom instructional observations). • Example of Capacity Building Events: Title I family and community meeting, family literacy workshops, family 					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		math workshops, family homework help workshops, family transition/newcomer, parenting skills workshops, classroom instructional observations, parent-teacher conferences, and Community Based English Tutoring, Remind 101 (all teachers and schools).					
Positive Attendance Rate: The positive attendance rate for each school shall be at least 95%. Truancy Rate: The truancy rate at each school shall not exceed 15%.	Pupil Engagement (5) School Climate (6)	The District will adopt and implement a positive attendance program, which will provide timely interventions when students reach the threshold for truancy designation. The District will continue to implement the Character Counts education program, which includes the intentional, proactive effort to foster ethical, responsible, and caring young people by	LEA-wide		Bus Repair and Replacement set-aside (Base: \$25,000) Character Counts (Base: \$2,000) PBiS (Base: \$2,500) Co-Curricular Activities (Base: \$7,000) Extra-Curricular	Bus Repair and Replacement set-aside (Base: \$25,000) Character Counts (Base: \$2,000) PBiS (Base: \$2,500) Co-Curricular Activities (Base: \$7,000) Extra-Curricular	Bus Repair and Replacement set-aside (Base: \$25,000) Character Counts (Base: \$2,000) PBiS (Base: \$2,500) Co-Curricular Activities (Base: \$7,000) Extra-Curricular

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>Habitual Truancy Rate: The habitual truancy rate at each school shall not exceed 10%.</p> <p>Chronic Truancy Rate: The chronic truancy rate at each school shall not exceed 5%.</p> <p>Suspension Rate: The suspension rate at each school shall not exceed 10% of the unduplicated student enrollment, with less than a 35% recidivism rate.</p> <p>Expulsion</p>		<p>modeling and teaching good character through an emphasis on universal values that we all share.</p> <p>The District will continue to implement the Positive Behavior Intervention and Support (PBiS), which provides an operational framework for achieving these outcomes.</p> <p>The District will ensure the implementation of a well-rounded Co-Curricular and Extra-Curricular Activities program.</p> <p>The District will provide a well-rounded Visual and Performing Arts program.</p> <p>The District will continue to implement programs and strategies to ensure student and staff safety.</p>			<p>Activities (Athletics) (Sup/Con: \$18,500)</p> <p>Visual and Performing Arts- Band Teacher (Sup/Con: \$80,000)</p> <p>Campus Monitors (Base: \$60,000)</p> <p>Refine, adjust and monitor radio replacement process (Sup/Con: \$5,000)</p>	<p>Activities (Athletics) (Base: \$18,500)</p> <p>Visual and Performing Arts- Band Teacher (Base: \$80,000)</p> <p>Campus Monitors (Base: \$30,000)</p> <p>Refine, adjust and monitor radio replacement process (Base: \$5,000)</p>	<p>Activities (Athletics) (Base: \$18,500)</p> <p>Visual and Performing Arts- Band Teacher (Base: \$80,000)</p> <p>Campus Monitors (Base: \$30,000)</p> <p>Refine, adjust and monitor radio replacement process (Base: \$5,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
Rate: The expulsion rate at each school shall not exceed 1% of the unduplicated student enrollment.							

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by at least 10.8% each year.</p> <p>The percent of students scoring Proficient or above on statewide mathematics assessments</p>	<p>Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)</p>	<p>For low income pupils: As a small school district with approximately 95% low income students, all actions identified in Section 3A are designed to provide support to all students, including low-income students.</p> <p>Schools are allocated funds based on the number of low-income students. In addition to the funds noted in the above section 3 for use district- wide</p>	LEA-wide		<p>Aligned with LCAP goals, each school site will identify its actions and services based on school site student needs and with input from the School Site Council and English Learner Advisory Committee. (Title I: \$198,000)</p>	<p>Aligned with LCAP goals, each school site will identify its actions and services based on school site student needs and with input from the School Site Council and English Learner Advisory Committee. (Title I: \$198,000)</p>	<p>Aligned with LCAP goals, each school site will identify its actions and services based on school site student needs and with input from the School Site Council and English Learner Advisory Committee. (Title I: \$198,000)</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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
will increase by at least 10.5% each year.		<p>or school-wide, schools will use allocations for low income students.</p> <p>Those low income students not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support.</p>					
The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by at least 10.8% each year.	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)	<p>For English learners:</p> <p>The District will adopt and implement a Strategic English Language Development program. Those English learners not making satisfactory progress, will be placed on an</p>	LEA-wide		<p>Milestones (Sup/Con: \$2,500)</p> <p>EL Achieve (Sup/Con: \$6,000)</p> <p>English 3D Scholastic (Sup/Con: \$2,500)</p> <p>English In A Flash</p>	<p>Milestones (Sup/Con: \$2,500)</p> <p>EL Achieve (Supplemental: \$6,000)</p> <p>English 3D Scholastic (Sup/Con: \$2,500)</p> <p>English In A Flash</p>	<p>Milestones (Sup/Con: \$2,500)</p> <p>EL Achieve (Supplemental: \$6,000)</p> <p>English 3D Scholastic (Sup/Con: \$2,500)</p> <p>English In A Flash</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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>The percent of students scoring Proficient or above on statewide mathematics assessments will increase by at least 10.5% each year.</p> <p>The percent of English learner students meeting their annual growth target in learning English will increase by at least 5% each year.</p> <p>The percent of English learner</p>		<p>Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support.</p>			<p>(Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</p>	<p>(Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</p>	<p>(Title III: \$6,500)</p> <p>Imagine Learning (Title III: \$43,000)</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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>students enrolled in a language instruction educational programs fewer than 5 years attaining English language proficiency will increase by at least 5% each year.</p> <p>The percent of English learner students enrolled in a language instruction educational program more than 5 years attaining English language proficiency</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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
will increase by at least 5% each year. The percent of English learners identified as Long-Term English Learners (L-TEL) shall not exceed 5%.							
The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by at least 10.8% each year. The percent	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)	For foster youth: As a small school district all actions and/or services identified in Section 3A are designed to provide support to all students, including foster youth. However, in addition to those actions and/or services identified in Section 3A, all foster youth will be placed on	LEA-wide		All foster youth will be placed on an Individualized Learning Plan in order to monitor their academic and socio-emotional well-being. (No additional cost)	All foster youth will be placed on an Individualized Learning Plan in order to monitor their academic and socio-emotional well-being. (No additional cost)	All foster youth will be placed on an Individualized Learning Plan in order to monitor their academic and socio-emotional well-being. (No additional cost)

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
of students scoring Proficient or above on statewide mathematics assessments will increase by at least 10.5% each year.		an Individualized Learning Plan in order to monitor their academic and socio-emotional well-being. Those foster youth not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support.					
The percent of students scoring Proficient or above on statewide English-Language Arts assessments will increase by	Pupil Achievement (4) Pupil Engagement (5) School Climate (6) Course Access (7) Other Pupil Outcomes (8)	For redesignated fluent English proficient pupils: In addition to the actions and/or services identified in Section 3A, the progress of all redesignated fluent English proficient pupils shall be monitored at the	LEA-wide		All redesignated fluent English proficient pupils shall be monitored at the following intervals as outlined in the District's English Learner Master Plan. • 30 days	All redesignated fluent English proficient pupils shall be monitored at the following intervals as outlined in the District's English Learner Master Plan. • 30 days	All redesignated fluent English proficient pupils shall be monitored at the following intervals as outlined in the District's English Learner Master Plan. • 30 days

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>at least 10.8% each year.</p> <p>The percent of students scoring Proficient or above on statewide mathematics assessments will increase by at least 10.5% each year.</p>		<p>following intervals as outlined in the District’s English Learner Master Plan.</p> <ul style="list-style-type: none"> • 30 days • 180 days • 1 year • 2 years <p>Those redesignated fluent English proficient pupils not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support.</p>			<ul style="list-style-type: none"> • 180 days • 1 year • 2 years <p>Those redesignated fluent English proficient pupils not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support. (No additional cost)</p>	<ul style="list-style-type: none"> • 180 days • 1 year • 2 years <p>Those redesignated fluent English proficient pupils not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support. (No additional cost)</p>	<ul style="list-style-type: none"> • 180 days • 1 year • 2 years <p>Those redesignated fluent English proficient pupils not making satisfactory progress, will be placed on an Academic Intervention Plan and shall receive the appropriate Tier I, II, and/or III support. (No additional cost)</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.)

1. The Vineland School District's increase in funds from LCFF based on supplemental and concentration grants: \$541,286
2. As a small school district (less than 900 student enrolled), with approximately 90% of the students identified as either low income, English learner or foster youth the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance services for all students by strengthening the core program and enhancing intervention services. The funds will be used for the following: expanding digital resources, providing increased access to wireless technology, updating computer lab, extending computer lab hours, purchasing curriculum, increasing library hours, increasing intervention and enrichment programs for students, increased professional development, hiring additional personnel and increasing parental engagement and communication with families.

- 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.

According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Vineland School District will increase or improve services is 16.37% or \$825,766. Vineland will enhance/improve services provided to unduplicated students by providing an Academic Intervention, implementing an ELD program, purchasing ELD supplemental support curriculum and computer based programs for English learner students. Additional monitoring and proactive steps will occur for Low-Income students, Foster Youth and Reclassified students. The district has determined that the most effective use of its LCFF supplemental and concentration funds would be to enhance services for all students by strengthening the core program and enhancing services.

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.