

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

Introduction:

LEA: Sweetwater Union High School District Contact: Tim Glover, Interim Superintendent of Schools, timothy.glover@sweetwaterschools.org, (619)691-5555 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)

Sweetwater Union High School District (SUHSD) strives to have all students achieve college and career readiness addressing 21st Century skills infused in technology. As a diverse school district with a number of challenges, we have the need to focus on quality of instruction and on the equity of education for all. We are committed to provide a district-wide vision that protects high expectations for all, while supporting the needs of the individual. In addition, our journey is guided to empower professional learning communities to implement curriculum, instruction and assessment at each classroom level that is aligned with the Common Core State standards and to our district common language that embraces lesson planning with defined learning targets, academic language development and evaluation of the learning to promote changes in the instructional delivery. The base funding is comprised of \$356 million general fund and \$4 million in deferred maintenance.

The District recognizes that it has a growing backlog of deferred maintenance projects due to aging facilities and reductions of regular, routine and preventative maintenance during the recent economic downturn. Prior to the economic downturn, 1% of the unrestricted general fund revenues went to deferred maintenance and 3% went to the regular maintenance program. The District has recently begun moving towards full restoration of these funding levels. It is anticipated that as revenue grows in the next few years that these funds will be fully restored. The Proposition O bond program has allowed several older facilities that are no longer viable to be demolished and replaced by newer more energy efficient buildings. This also saves operational utility funds that come from the general fund and can be repurposed for educational needs. Our Long Range Facilities Master Plan will identify those facilities that should be demolished and are not viable candidates for restoration.

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>The Sweetwater Union High School District (SUHSD) outlined goals based on established district priorities and district-wide data and aligned these goals to reflect the 8 state priorities. The district goals were placed on posters under each of the 8 state priorities to allow for stakeholder input. SUHSD held the following meetings to engage their stakeholders:</p> <ul style="list-style-type: none">• 2 district-wide Community Forums• 16 school site meetings• School/District administrators meetings• Foster Youth collaboration meeting• District Wide Academic Support Teacher (DFAST) meeting• 2 Coordinated Intervention Services (CIS) Teachers meetings• All seven (7) bargaining units• Multiple meetings with parent advisory groups which includes District Advisory Committee for Title I (DAC), District English Learner Advisory Committee (DELAC), site English Learner Advisory Committee (ELAC), and District Gifted and Talented Education (GATE)committee members <p>During all meetings the same process was undertaken. Each meeting held a “Gallery Walk” to gather input on the posters. Data binders were available at each meeting for participants to review if needed. District support staff was available to answer questions and provide background information for goals/services that stakeholders may have questioned. To maximize the stakeholder outreach throughout the district, a webpage was established which allowed 24 hour/7 day access to the LCAP feedback process at www.sweetwaterschools.org.</p> <p>The data from the online survey along with the input from stakeholder engagement meetings were utilized to create a draft of the Local Control Accountability Plan (LCAP) for additional public stakeholder feedback. This preliminary plan was posted on the district website, presented to parent advisory groups and district board for additional feedback and public comment. The Preliminary LCAP was approved by the Board of Trustees at its meeting on May 28, 2014. The Final LCAP was approved by the SUHSD Board on June 30, 2014.</p>	<p>Stakeholder meetings, survey results and district data were used to inform SUHSD about services and supports for all schools. Achievement gaps were identified that led to the determination of goals for the LCAP.</p> <p>Results conducted in combination with the Districts online survey and “Gallery Walk”, 87% of stakeholders expressed an interest in common core state standards and continued Professional Learning Community support at the school sites. 48% of stakeholders’ reactions strongly agreed that pupils graduating in 2016 should meet A-G requirements. Approximately 72% of the input gathered signified that the District needs to restructure its District Wide Academic Support Team to be more effective and informational at school sites.</p> <p>The district researched best practices in relation to the specific priorities to identify successful actions to close the achievement gap within the district. The stakeholder feedback and recommendations were reviewed and used to draft the plan, goals and action steps for the development of the LCAP.</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?

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <small>(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.)</small>
	Description Of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>A-G Coursework and Completion Need: District-wide, students are not meeting the district requirement for A-G course completion demonstrating persistent achievement gaps among student groups.</p> <p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> • A-G course completion data • College enrollment • Cohort Outcome Data • STAR test results • CAHSEE test results • District Assessments (Final Exams, Common Formative Assessments, Summative Assessments, and Performance Tasks) • 8th Grade Promotion Rate • Readiness(PSAT for 8th graders) • API • AP Pass rate 	<p>Goal 1.0 <i>District will assist schools with improving student achievement for all students by increasing the percent of students completing A-G coursework to enable college/career readiness and graduation requirements.</i></p>	<ul style="list-style-type: none"> • All Students • English Learners • Low Income • Foster Youth • Reclassified Fully English Proficient Students (RFEP) • Students with Disabilities 	All District Schools		<p>A-G Coursework and Completion 1.1 Students will show an increase in the number of successful A-G courses completed. (District Wide improvement of 50% over baseline.)</p> <p>1.2 Students will improve the passing rate on the CAHSEE. (High School's only)</p> <p>1.3 District-wide assessments will be created and implemented at all schools (core only) to support A-G course completion and monitoring.</p> <p>1.4 The cohort graduation rate will increase 3% for subgroup populations and 2% district-wide.</p> <p>1.5 All students will have access for placement into A-G</p>	<p>A-G Coursework and Completion 1.1 ALL students will meet the A-G graduation requirement.</p> <p>1.2 Students will improve the passing rate on the CAHSEE 3% over prior year. (High Schools only)</p> <p>1.3 Students will improve by 5% over prior year on district-wide assessments implemented at all schools to support A-G course completion and monitoring.</p> <p>1.4 The cohort graduation rate will increase 3% over prior year for subgroup populations and 2% district-wide.</p> <p>1.5 All students will have access for placement into A-G</p>	<p>A-G Coursework and Completion 1.1 All students will meet the A-G graduation requirement.</p> <p>1.2 Students will improve the passing rate on the CAHSEE 3% over prior year. (High Schools only)</p> <p>1.3 Students will improve by 5% over prior year on district-wide assessments implemented at all schools to support A-G course completion and monitoring.</p> <p>1.4 The cohort graduation rate will increase 3% over prior year for subgroup populations and 2% district-wide.</p> <p>1.5 All students will have access for placement into A-G</p>	1, 2, 3, 4, 5, 6, 7

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<ul style="list-style-type: none"> • CELDT • Reclassification rate • EAP results • Attendance Rate • Chronic Absentee Rate • Drop-out rate (middle and high) • California Healthy Kids Survey • Suspension rate • Expulsion rate 				<p>courses allowing access to college level coursework.</p> <p>1.6 Students will have instructional materials in math/English/Science/Social Science (i.e.textbooks) to support A-G course completion aligned with Common Core State Standards.</p> <p>1.7 The district will monitor statewide implementation of the API. If available 2014-15 will be baseline.</p> <p>1.8 Increase the percent of students ready for college level courses, based upon the EAP, by 3% over baseline.</p> <p>1.9 Increase the AP participation and passage rates by 1% over baselines.</p> <p>1.10 EL students will achieve proficiency as measured by the CELDT at a rate that meets or exceeds the state target of 59%</p> <p>1.11 10% increase in the percent of eligible students reclassified as</p>	<p>courses allowing access to college level coursework.</p> <p>1.6 Students will have instructional materials in math/English/Science/Social Science (i.e.textbooks) to support A-G course completion aligned with Common Core State Standards.</p> <p>1.7 The district will meet API growth targets or make at least one point growth for all students and for numerically significant subgroups.</p> <p>1.8 Increase the percent of students ready for college level courses, based upon the EAP, by 3% over baseline.</p> <p>1.9 Increase the AP participation and passage rates by 1% over baselines.</p> <p>1.10 EL students will achieve proficiency as measured by the CELDT at a rate that meets or exceeds the state target of 59%</p> <p>1.11 10% increase in the percent of eligible students reclassified as</p>	<p>courses allowing access to college level coursework.</p> <p>1.6 Students will have instructional materials in math/English/Science/Social Science (i.e.textbooks) to support A-G course completion aligned with Common Core State Standards.</p> <p>1.7 The district will meet API growth targets or make at least one point growth for all students and for numerically significant subgroups.</p> <p>1.8 Increase the percent of students ready for college level courses, based upon the EAP, by 3% over baseline.</p> <p>1.9 Increase the AP participation and passage rates by 1% over baselines.</p> <p>1.10 EL students will achieve proficiency as measured by the CELDT at a rate that meets or exceeds the state target of 59%</p> <p>1.11 10% increase in the percent of eligible students reclassified as</p>		

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					<p>English Proficient (RFEP) above baseline. 1.12 A decrease in chronic absenteeism by 5% in year 1.</p> <p>1.13 Student attendance rates will increase by 1% in year 1.</p> <p>1.14 A decrease in the middle school drop-out rate of 1% over baseline.</p>	<p>English Proficient (RFEP) above baseline. 1.12 A decrease in chronic absenteeism by 5% in year 2.</p> <p>1.13 Student attendance rates will increase by 1% in year 2.</p> <p>1.14 A decrease in the middle school drop-out rate of 1% over baseline.</p>	<p>English Proficient (RFEP) above baseline. 1.12 A decrease in chronic absenteeism by 5% in year 3.</p> <p>1.13 Student attendance rates will increase by 1% in year 3.</p> <p>1.14 A decrease in the middle school drop-out rate of 1% over baseline.</p>	
<p>Technology Need: District-wide a need exists to infuse technology into the instructional program.</p> <p>Metric:</p> <ul style="list-style-type: none"> Parent Survey Technology Plan Teacher Technology Use Survey District Assessment of infrastructure needs SBAC testing requirements IPAD Implementation Plan Facilities Inspection Tool 	<p>Goal 2.0 <i>District will assist schools in improving student achievement by enhancing access to technology for student and teachers across all instructional areas to implement the Common Core State Standards, Next Generation Science Standards and ELD standards to ensure college/career readiness and meet graduation requirements.</i></p>	<ul style="list-style-type: none"> All students English Learners Low Income Foster Youth Reclassified Fully English Proficient Students Students with Disabilities 	All District Schools		<p>Technology 2.1 All students (grade 7, 8, 9) will improve their proficiency in analyzing and synthesizing information from multiple sources in their core content classes through the use of mobile devices such as IPADS or tablets.</p> <p>2.2 Teachers (grade 7, 8, 9) will implement Common Core Curriculum through the use of mobile devices such as iPads or tablets, subject specific applications in the classroom, productivity tools, and Canvas LMS to improve achievement on district/state assessments.</p>	<p>Technology 2.1 All students (grade 7, 8, 9) will improve their proficiency in analyzing and synthesizing information from multiple sources in their core content classes through the use of mobile devices such as IPADS or tablets.</p> <p>2.2 Teachers (grade 7, 8, 9, 10) will implement Common Core Curriculum through the use of mobile devices such as iPads or tablets, subject specific applications in the classroom, productivity tools, and Canvas LMS to improve achievement on district/state assessments.</p>	<p>Technology 2.1 All students (grade 7, 8, 9, 10, 11) will improve their proficiency in analyzing and synthesizing information from multiple sources in their core content classes through the use of mobile devices such as IPADS or tablets.</p> <p>2.2 Teachers (grade 7, 8, 9, 10, 11) will implement Common Core Curriculum through the use of mobile devices such as iPads or tablets, subject specific applications in the classroom, productivity tools, and Canvas LMS to improve achievement on district/state assessments.</p>	1, 2, 3, 4, 5, 7, 8

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
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					<p>2.3 Students (grade 7, 8, 9) will have access to the internet, online assessments, Canvas LMS, and school-based applications and e-textbooks throughout the school day due to updated and robust wireless infrastructure at all school campuses.</p> <p>2.4 Teachers will utilize an online teaching/learning platform, CANVAS, to deliver course content and administer district-wide assessments.</p> <p>2.5 Teachers use technology (ie: Jupiter Grades and Canvas) to inform parents of student progress.</p> <p>2.6 100% of schools will be at the "good" or better rating on the FIT.</p>	<p>2.3 Students (grade 7, 8, 9) will have access to the internet, online assessments, Canvas LMS, and school-based applications and e-textbooks throughout the school day due to updated and robust wireless infrastructure at all school campuses.</p> <p>2.4 Teachers will increase the utilization of an online teaching/learning platform, CANVAS, to deliver course content to students and administer district-wide assessments.</p> <p>2.5 Teachers use technology (ie: Canvas) to inform parents of student progress.</p> <p>2.6 Maintain 100% of schools will be at the "good" or better rating on the FIT.</p>	<p>2.3 Students (grade 7, 8, 9) will have access to the internet, online assessments, Canvas LMS, and school-based applications and e-textbooks throughout the school day due to updated and robust wireless infrastructure at all school campuses.</p> <p>2.4 Teachers will increase the utilization of an online teaching/learning platform, CANVAS, to deliver course content to students and administer district-wide assessments.</p> <p>2.5 Teachers use technology (ie: Canvas) to inform parents of student progress.</p> <p>2.6 Maintain 100% of schools will be at the "good" or better rating on the FIT.</p>	
<p>Parent Involvement Need:</p> <p>To assist parents in gaining access to school and district initiatives.</p> <p>Metric:</p> <ul style="list-style-type: none"> Needs Assessment Stakeholder Engagement Parent Advisory Groups (Site/District) 	<p>Goal 3.0</p> <p><i>SUHSD will improve parent participation in academic initiatives through parent professional development, conferences and workshops.</i></p>	<p>Parents of:</p> <ul style="list-style-type: none"> All students English Learners Low Income Foster Youth Reclassified Fully English Proficient Students Students with Disabilities 	All District Schools		<p>Parent Involvement</p> <p>3.1 Parent will be able to assist child to be college and career ready by understanding:</p> <ul style="list-style-type: none"> Graduation Requirements A-G Courses College Admission Compact For Success 	<p>Parent Involvement</p> <p>3.1 Parent will be able to assist child to be college and career ready by understanding:</p> <ul style="list-style-type: none"> Graduation Requirements A-G Courses College Admission Compact For Success 	<p>Parent Involvement</p> <p>3.1 Parent will be able to assist child to be college and career ready by understanding:</p> <ul style="list-style-type: none"> Graduation Requirements A-G Courses College Admission Compact For Success 	3, 4, 5

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description Of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					<ul style="list-style-type: none"> Common Core, ELD Standards, Next Generation Science Standards Technology Parent Leadership Trainings Financial Aid College Entrance Exams Career Pathways <p>3.2 Parents Advisory Groups (Site/District) will participate in local and/or state professional development, conferences, and workshop opportunities, so that parents will be able to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>3.3 SUHSD will include parents in school decisions, developing parent leaders and representatives via (parent advisory groups-site/district, school site councils, and PTA, PTSO, PTSA, PTO, or such.</p> <p>3.4 SUHSD, with the help of our community partnerships, will help all families establish home environments to</p>	<ul style="list-style-type: none"> Common Core, ELD Standards, Next Generation Science Standards Technology Parent Leadership Trainings Financial Aid College Entrance Exams Career Pathways <p>3.2 Parents Advisory Groups (Site/District) will participate in local and/or state professional development, conferences, and workshop opportunities, so that parents will be able to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>3.3 SUHSD will include parents in school decisions, developing parent leaders and representatives via (parent advisory groups-site/district, school site councils, and PTA, PTSO, PTSA, PTO, or such.</p> <p>3.4 SUHSD, with the help of our community partnerships, will help all families establish home environments to</p>	<ul style="list-style-type: none"> Common Core, ELD Standards, Next Generation Science Standards Technology Parent Leadership Trainings Financial Aid College Entrance Exams Career Pathways <p>3.2 Parents Advisory Groups (Site/District) will participate in local and/or state professional development, conferences, and workshop opportunities, so that parents will be able to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>3.3 SUHSD will include parents in school decisions, developing parent leaders and representatives via (parent advisory groups-site/district, school site councils, and PTA, PTSO, PTSA, PTO, or such.</p> <p>3.4 SUHSD, with the help of our community partnerships, will help all families establish home environments to</p>	

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description Of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					<p>support their children's learning.</p> <p>3.5 SUHSD will provide information to families about how to help students at home with curriculum-related activities, decisions, and planning.</p> <p>3.6 SUHSD will maintain effective forms of school to home communication about school programs and their children's progress.</p> <p>3.7 SUHSD will recruit and organize parent volunteers to help and support student achievement before, during, and after school or as needed for a variety of organizations.</p>	<p>support their children's learning.</p> <p>3.5 SUHSD will provide information to families about how to help students at home with curriculum-related activities, decisions, and planning.</p> <p>3.6 SUHSD will maintain effective forms of school to home communication about school programs and their children's progress.</p> <p>3.7 SUHSD will recruit and organize parent volunteers to help and support student achievement before, during, and after school or as needed for a variety of organizations.</p>	<p>support their children's learning.</p> <p>3.5 SUHSD will provide information to families about how to help students at home with curriculum-related activities, decisions, and planning.</p> <p>3.6 SUHSD will maintain effective forms of school to home communication about school programs and their children's progress.</p> <p>3.7 SUHSD will recruit and organize parent volunteers to help and support student achievement before, during, and after school or as needed for a variety of organizations.</p>	
<p>Common Core Need: District-wide, students are not meeting graduation rates. Attendance and retention in college is low for all students.</p> <p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> A-G course completion data College enrollment Cohort Outcome Data CAHSEE test results 	<p>Goal 4.0 Site Curriculum/Professional Development Specialists in collaboration with site Professional Learning Communities (PLC) will create, implement and support Common Core State Standards, Next Generation Science Standards and ELD standards to ensure students obtain a more rigorous academic path in math, English,</p>	<ul style="list-style-type: none"> All students English Learners Low Income Foster Youth Reclassified Fully English Proficient Students Students with Disabilities 	All District Schools		<p>Common Core 4.1 Students will take the SBAC tests as a benchmark assessment.</p> <p>4.2 District-wide assessments will be created, implemented and monitored at all schools to support course completion in Math, English, Science and Social Science.</p> <p>4.3 All students will increase achievement in math, English,</p>	<p>Common Core 4.1 Students will improve by 3% their academic achievement on SBAC assessments.</p> <p>4.2 District-wide assessments will be implemented, monitored and revised at all schools to support course completion in Math, English, Science and Social Science.</p> <p>4.3 All students will increase achievement in math, English,</p>	<p>Common Core 4.1 Students will improve by 5% their academic achievement on SBAC assessments.</p> <p>4.2 District-wide assessments will be implemented, monitored and revised at all schools to support course completion in Math, English, Science and Social Science.</p> <p>4.3 All students will increase achievement in math, English,</p>	1,2,4,5,7,8

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description Of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> District Assessments (Final Exams, Common Formative Assessments, Summative Assessments, and Performance Tasks) Professional Development Attendance PLC Agenda's/Minutes Walk-throughs 8th Grade Promotion Rate SBAC ReadiStep (PSAT for 8th graders) 	<p><i>science and social science to ensure college career readiness.</i></p>			<p>science and social science classes by 5% on district-wide assessments and performance tasks.</p> <p>4.4 The cohort graduation rate will increase 3% for subgroup populations and 2% district-wide.</p> <p>4.5 Students will have instructional materials in math (i.e. textbooks) to support A-G course completion aligned with Common Core State Standards.</p>	<p>science and social science classes by 5% over the prior year on district-wide assessments and performance tasks.</p> <p>4.4 The cohort graduation rate will increase 3% for subgroup populations and 2% over the prior year district-wide.</p> <p>4.5 Students will have instructional materials in English (i.e. textbooks) to support A-G course completion aligned with Common Core State Standards.</p>	<p>science and social science classes by 5% over the prior year on district-wide assessments and performance tasks.</p> <p>4.4 The cohort graduation rate will increase 3% for subgroup populations and 2% over the prior year district-wide.</p> <p>4.5 Students will have instructional materials in science (i.e. textbooks, lab supplies) to support A-G course completion aligned with Next Generation Science Standards.</p>		
<p>Professional Development Need: District-wide, students are not meeting the district requirement for high student achievement for college career readiness.</p> <p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> Needs Assessment Survey Teacher Technology Use Survey Professional Development Evaluation (Cohort Feedback Survey) District Wide Academic Support Teacher 	<p>Goal 5.0 <i>District will assist schools with improving student achievement for all students by implementing district-wide and site based Professional Development to ensure proper implementation of district initiatives and Common Core State Standards, Next Generation Science Standards and ELD Standards to enable all students to be college/career ready and meet graduation requirements.</i></p>	<ul style="list-style-type: none"> All students English Learners Low Income Foster Youth Reclassified Fully English Proficient Students Students with Disabilities 	All District Schools	<p>Professional Development</p> <p>5.1 Students will improve by 5% on district-wide assessments:ie</p> <ul style="list-style-type: none"> Performance Based Tasks Final Exams SBAC interim benchmark tools <p>5.2 Students will participate in benchmark SBAC assessments.</p> <p>5.3 Maintain the percentage of fully credentialed teachers at 100%</p> <p>5.4 The percentage of teachers mis-assigned</p>	<p>Professional Development</p> <p>5.1 Students will improve by 5% over prior year on district-wide assessments:ie</p> <ul style="list-style-type: none"> Performance Based Tasks Final Exams SBAC interim benchmark tools <p>5.2 Students will increase by 1% over prior year in SBAC assessments.</p> <p>5.3 Maintain the percentage of full credentialed teachers at 100%</p> <p>5.4 The percentage of teachers mis-assigned</p>	<p>Professional Development</p> <p>5.1 Students will improve by 5% over prior year on district-wide assessments:ie</p> <ul style="list-style-type: none"> Performance Based Tasks Final Exams SBAC interim benchmark tools <p>5.2 Students will increase by 3% over prior year in SBAC assessments.</p> <p>5.3 Maintain the percentage of full credentialed teachers at 100%</p> <p>5.4 The percentage of teachers mis-assigned</p>	1,2,4,5,7,8	

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description Of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
(DWASt) survey • Teacher survey • Attendance at Conferences/County Workshops • SBAC • School Accountability Report Card (SARC) • Highly Qualified Teacher Audit (HQT) • Instructional Materials Audit Report					is improved by 1% over baseline. 5.5 Maintain the percentage of classrooms with standards-aligned instructional materials at 100%	is improved by 1% over baseline. 5.5 Maintain the percentage of classrooms with standards-aligned instructional materials at 100%	is improved by 1% over baseline. 5.5 Maintain the percentage of classrooms with standards-aligned instructional materials at 100%	

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 5206 and for charter schools, Education Code section 47606.5 requires 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 district-wide, school-wide, countywide or charter-wide 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	Year 2: 2015-2016	Year 3: 2016-2017
<p><u>A-G Coursework</u> Goal: 1.0 <i>District will assist schools with improving student achievement for all students by increasing the percent of students completing A-G coursework to enable college/career readiness and graduation requirements.</i></p>	<p>State Priorities 1,2,4,5,6,7</p>	<p><u>A-G Coursework</u> 1.1.1 District and Site Curriculum /Professional Development Specialists will provide professional development to PLC’s to support implementation of high rigor/relevant lesson plans in all core content areas. 1.1.2 District and Site Curriculum/Professional Development Specialists will assist in the creation of embedded assessments that are SBAC aligned to ensure college/career readiness of all students. 1.1.3 District will expand course offerings in a comprehensive summer school program in all core courses to provide A-G course work opportunities for all students. 1.1.4 Students not meeting the required level of standards mastery in core content courses will participate in a credit recovery program. 1.1.5 Students not meeting the required levels of standards mastery in core courses will be required to participate in site</p>	<p>LEA-wide</p>		<p><u>A-G Coursework</u> 1.1.1 \$1.9 million Title I Unrestricted General Fund</p> <p>1.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>1.1.3 \$1.1 million Unrestricted General Fund</p> <p>1.1.4 \$1.1 million* Unrestricted General Fund</p> <p>1.1.5 \$2 million Unrestricted General Fund</p>	<p><u>A-G Coursework</u> 1.1.1 \$1.9 million Title I Unrestricted General Fund</p> <p>1.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>1.1.3 \$1.1 million Unrestricted General Fund</p> <p>1.1.4 \$1.1 million* Unrestricted General Fund</p> <p>1.1.5 \$2 million Unrestricted General Fund</p>	<p><u>A-G Coursework</u> 1.1.1 \$1.9 million Title I Unrestricted General Fund</p> <p>1.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>1.1.3 \$1.1 million Unrestricted General Fund</p> <p>1.1.4 \$1.1 million* Unrestricted General Fund</p> <p>1.1.5 \$2 million Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>based targeted intervention programs that extend the school day/week.</p> <p>1.1.6 District will expand the AP course offerings available to students.</p> <p>1.1.7 Coordinated Intervention Services (CIS) Coordinators will create data reports for targeted interventions for EL, Foster Youth, Low Socioeconomic 9th grade students prior to administration of the CAHSEE to provide early intervention services. (High School Only)</p> <p>1.1.8 AVID coordinator will assist with the implementation of the AVID program for students at 14 district sites.</p> <p>1.1.9 All current teachers in AVID classrooms will receive professional development.</p> <p>1.1.10 All students will have access for placement into A-G courses allowing access to college level coursework.</p> <p>1.1.11 Students will be able to recover A-G course credit during the academic year and summer to better access graduation credits.</p> <p>1.1.12 Dual Language and/or Bilingual programs will be implemented based on need and interest for students in the district to support content mastery.</p> <p>1.1.13 English Learner students are appropriately placed in core courses.</p>			<p>1.1.6 \$282 thousand Unrestricted General Fund</p> <p>1.1.7 \$1 million Unrestricted General Fund</p> <p>1.1.8 \$.5 million Unrestricted General Fund</p> <p>1.1.9 \$.5 million* Unrestricted General Fund</p> <p>1.1.10 \$3.5 million Unrestricted General Fund</p> <p>1.1.11 \$3.5 million* Unrestricted General Fund</p> <p>1.1.12 \$3.1 million Unrestricted General Fund</p> <p>1.1.13 \$3.1 million* Unrestricted General Fund</p>	<p>1.1.6 \$282 thousand Unrestricted General Fund</p> <p>1.1.7 \$1 million Unrestricted General Fund</p> <p>1.1.8 \$.5 million Unrestricted General Fund</p> <p>1.1.9 \$.5 million* Unrestricted General Fund</p> <p>1.1.10 \$3.5 million Unrestricted General Fund</p> <p>1.1.11 \$3.5 million* Unrestricted General Fund</p> <p>1.1.12 \$3.1 million Unrestricted General Fund</p> <p>1.1.13 \$3.1 million* Unrestricted General Fund</p>	<p>1.1.6 \$282 thousand Unrestricted General Fund</p> <p>1.1.7 \$1 million Unrestricted General Fund</p> <p>1.1.8 \$.5 million Unrestricted General Fund</p> <p>1.1.9 \$.5 million* Unrestricted General Fund</p> <p>1.1.10 \$3.5 million Unrestricted General Fund</p> <p>1.1.11 \$3.5 million* Unrestricted General Fund</p> <p>1.1.12 \$3.1 million Unrestricted General Fund</p> <p>1.1.13 \$3.1 million* Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Technology Goal 2.0 <i>District will assist schools in improving student achievement by enhancing access to technology for student and teachers across all instructional areas to implement the Common Core State Standards, Next Generation Science Standards and ELD standards to ensure college/career readiness and meet graduation requirements.</i></p>	<p>State Priorities 1, 2, 4, 5, 7, 8</p>	<p>Technology 2.1.1 SUHSD will provide on-site professional development involving teachers as learners with a focus on the following:</p> <ul style="list-style-type: none"> Co-planning of Common Core, NGSS and ELD standards on a weekly basis in Professional Learning Communities. PLC leader and Site Curriculum/Professional Development Specialists provide coaching on a weekly basis. PLC leader and Site Curriculum/Professional Development Specialists provide three (3) content specific trainings integrating technology. PLC leader technology mentoring by District Curriculum/Professional Development Specialist and Apple Trainers. District-provided professional learning on technology applications for classroom lessons in core content areas. PLC department technology training in SBAC access for students. Teacher collaboration for lesson plan development utilizing technology in Common Core, NGSS and ELD standards based curriculum. Apple Vanguard training <p>2.1.2 Teachers will employ technology in the classroom by involving students as learners with a focus on the following:</p> <ul style="list-style-type: none"> Integration of technology 	<p>LEA-wide</p>		<p>Technology 2.1.1 \$1.9 million* Unrestricted General Fund Common Core Title I</p>	<p>Technology 2.1.1 \$1.9 million* Unrestricted General Fund Common Core Title I</p>	<p>Technology 2.1.1 \$1.9 million* Unrestricted General Fund Common Core Title I</p>
					<p>2.1.2 \$2.1 million* Unrestricted General Fund</p>	<p>2.1.2 \$2.1 million* Unrestricted General Fund</p>	<p>2.1.2 \$2.1 million* Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>into daily lessons for gaining access for students to curriculum via the www.</p> <p>Integration of technology into daily lesson plans for students to improve achievement in course content in all core subjects.</p>					
<p>Parent Involvement Goal 3.0 <i>District will assist schools in improving student achievement by enhancing access to technology for students and teachers across all instructional areas to implement the Common Core State Standards, Next Generation Science Standards and ELD standards to ensure college/career readiness and meet graduation requirements.</i></p>	<p>State Priorities 3, 4, 5</p>	<p>Parent Involvement 3.1.1 A Family Community Services Program Coordinator will promote caregiver involvement in the education process through professional development opportunities for caregivers.</p> <p>3.1.2 The Family Community Services Program Coordinator will integrate district services with caregiver families to support the academic achievement of Foster Youth Students.</p> <p>3.1.3 A Teacher on Special Assignment will facilitate the regular meetings of all district parent groups to inform, train, and guide parents regarding the educational system and assist in the engagement process.</p> <p>3.1.4 A Teacher on Special Assignment will implement the bimonthly professional development for parents regarding the following:</p> <ul style="list-style-type: none"> • Graduation Requirements • A-G courses • College Admission • Compact For Success • Common Core, ELD Standards, Next Generation Science Standards 	<p>LEA-wide</p>		<p>Parent Involvement 3.1.1 \$124 thousand Title I Unrestricted General Fund</p> <p>3.1.2 \$124 thousand* Title I Unrestricted General Fund</p> <p>3.1.3 \$100 thousand Title I Title III Unrestricted General Fund</p> <p>3.1.4 \$100 thousand* Title I Title III Unrestricted General Fund</p>	<p>Parent Involvement 3.1.1 \$124 thousand Title I Unrestricted General Fund</p> <p>3.1.2 \$124 thousand* Title I Unrestricted General Fund</p> <p>3.1.3 \$100 thousand Title I Title III Unrestricted General Fund</p> <p>3.1.4 \$100 thousand* Title I Title III Unrestricted General Fund</p>	<p>Parent Involvement 3.1.1 \$124 thousand Title I Unrestricted General Fund</p> <p>3.1.2 \$124 thousand* Title I Unrestricted General Fund</p> <p>3.1.3 \$100 thousand Title I Title III Unrestricted General Fund</p> <p>3.1.4 \$100 thousand* Title I Title III Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<ul style="list-style-type: none"> Technology Parent leadership trainings Site-based training and workshops Financial Aid College Entrance Exams Career Pathways <p>3.1.5 A comprehensive network of support will be provided to all district schools by the Office of State and Federal Programs to monitor, track, evaluate, support and intervene on behalf of EL, Foster Youth, Low Income, and RFP students and parents.</p>			<p>3.1.5 \$1 million*</p> <p>Title I Title III</p> <p>Unrestricted General Fund</p>	<p>3.1.5 \$1 million*</p> <p>Title I Title III</p> <p>Unrestricted General Fund</p>	<p>3.1.5 \$1 million*</p> <p>Title I Title III</p> <p>Unrestricted General Fund</p>
<p>Common Core Goal 4.0 <i>Site Curriculum/Professional Development Specialists in collaboration with Professional Learning Communities (PLC) will create, implement and support Common Core Curriculum, Next Generation Science Standards and ELD standards to ensure students obtain a more rigorous academic path in math, English, science and social science to ensure college career readiness.</i></p>	State Priorities 1,2,4,5,7,8	<p>Common Core</p> <p>4.1.1 Teachers will use technology to create/implement standards curriculum (common core/NGSS/ELD) in core content areas district-wide.</p> <p>4.1.2 Teachers will have professional development provided at all school sites with a site level Curriculum/Professional Development specialist.</p> <p>4.1.3 Teachers will have professional development provided at District coordinated meetings by District and Site Curriculum/Professional Development specialists to reach full implementation of the Common Core Standards in math and English.</p> <p>4.1.4 Teachers will have professional development provided at District Coordinated meetings to reach full implementation of the Next Generation Science Standards.</p>	LEA-wide		<p>Common Core</p> <p>4.1.1 \$2.1 million</p> <p>Unrestricted General Fund</p> <p>4.1.2 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.3 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.4 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p>	<p>Common Core</p> <p>4.1.1 \$2.1 million</p> <p>Unrestricted General Fund</p> <p>4.1.2 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.3 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.4 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p>	<p>Common Core</p> <p>4.1.1 \$2.1 million</p> <p>Unrestricted General Fund</p> <p>4.1.2 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.3 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted General Fund</p> <p>4.1.4 \$1.9 million*</p> <p>Title II</p> <p>Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>4.1.5 Site Level Curriculum/Professional Development Specialists will serve as Professional Developers, PLC Coach and support site leadership to implement the District Common Language consistently in all Core Content classrooms.</p> <p>4.1.6 Students will be able to recover A-G course credit during the academic year and summer to allow for mastery of the Common Core State Standards, NGSS and ELD standards to meet graduation requirements.</p>			<p>4.1.5 \$1.9 million* Unrestricted General Fund</p> <p>4.1.6 \$3.5 million* Unrestricted General Fund</p>	<p>4.1.5 \$1.9 million* Unrestricted General Fund</p> <p>4.1.6 \$3.5 million* Unrestricted General Fund</p>	<p>4.1.5 \$1.9 million* Unrestricted General Fund</p> <p>4.1.6 \$3.5 million* Unrestricted General Fund</p>
<p>Professional Development Goal 5.0 <i>District will assist schools with improving student achievement for all students by implementing district-wide and site based Professional Development to ensure proper implementation of district initiatives and Common Core to enable all students to be college/career ready and meet graduation requirements.</i></p>	<p>State Priorities 1,2,4,5,7,8</p>	<p>Professional Development 5.1.1 District Curriculum/Professional Development Specialists will provide professional development to PLC's to support implementation of high rigor/relevant lesson plans in all core content areas.</p> <p>5.1.2 District Curriculum/Professional Development Specialists will assist in the creation of embedded assessments that are SBAC aligned to ensure college/career readiness of all students.</p> <p>5.1.3 Site Level Curriculum/Professional Development Specialists will serve as Professional Developers, PLC Coach and support site leadership to implement fully the District Common Language</p> <ul style="list-style-type: none"> Daily Learning Target 	<p>LEA-wide</p>		<p>Professional Development 5.1.1 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.3 \$1.9 million* Unrestricted General Fund</p>	<p>Professional Development 5.1.1 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.3 \$1.9 million* Unrestricted General Fund</p>	<p>Professional Development 5.1.1 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.2 \$1.9 million* Title I Unrestricted General Fund</p> <p>5.1.3 \$1.9 million* Unrestricted 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<ul style="list-style-type: none"> Academic Language Checking for Understanding Structured Student Interaction <p>consistently in Core Content classrooms.</p> <p>5.1.4 Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs that extend the school day/week.</p> <p>5.1.5 Students will have access to career pathways to assist with career readiness.</p>			<p>5.1.4 \$2 million* Unrestricted General Fund</p> <p>5.1.5 \$1 million* Unrestricted General Fund</p>	<p>5.1.4 \$2 million* Unrestricted General Fund</p> <p>5.1.5 \$1 million* Unrestricted General Fund</p>	<p>5.1.4 \$2 million* Unrestricted General Fund</p> <p>5.1.5 \$1 million* Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
<ul style="list-style-type: none"> ➤ A-G Coursework 1.0 ➤ Technology 2.0 ➤ Parent Involvement 3.0 ➤ Common Core 4.0 ➤ Professional Development 5.0 	1, 2, 3, 4, 5, 6, 7, 8	<p>For low income pupils:</p> <p>Class sizes will be reduced to ensure students have improved access to content in core areas.</p> <p>A student’s ability to recover A-G course credit during the academic year and summer will allow better access to low income students to obtain graduation credits.</p> <p>An Avid Coordinator will recruit low income students for participation in AVID programs and services. (identified sites)</p> <p>Low income high school students not meeting the CAHSEE requirement will have targeted intervention support in math and English. (high schools only)</p> <p>District and Site Curriculum/Professional Development specialists will improve instruction for low income students through professional development with</p>	LEA-wide		<p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$.5 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1.9 million* Title I Unrestricted General Fund</p>	<p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$.5 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1.9 million* Title I Unrestricted General Fund</p>	<p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$.5 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1.9 million* Title I Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
		<p>all core teachers by providing ELD standards training and instructional strategies for all core content teachers.</p> <p>Low income students will be supported by a Teacher on Special Assignment/CIS by monitoring student progress using quarterly grades, district assessments, and other measures to determine intervention needs.</p> <p>A teacher on Special Assignment will support low income families by providing professional development opportunities to parents.</p> <p>A comprehensive network of support will be provided to all district schools by the Office of State and Federal Programs to monitor, track, evaluate, support and intervene on behalf of EL, Foster Youth, Low Income, and RFEP students and parents.</p>			<p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</p>	<p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</p>	<p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</p>
<ul style="list-style-type: none"> ➤ A-G Coursework 1.0 ➤ Technology 2.0 ➤ Parent Involvement 3.0 ➤ Common Core 4.0 ➤ Professional Development 5.0 	1, 2, 3, 4, 5, 6, 7, 8	<p>For English learners:</p> <p>District and Site Curriculum/Professional Development specialists will improve instruction for English Learner students through professional development with all core teachers by providing ELD standards and effective EL instructional strategy.</p> <p>ELD/SEI Teachers on Special Assignment will improve instruction for English Learner students through professional</p>	LEA-wide		<p><i>\$1.9 million*</i> Title I Title III Unrestricted General Fund</p> <p>\$300 thousand Title III Unrestricted General Fund</p>	<p><i>\$1.9 million*</i> Title I Title III Unrestricted General Fund</p> <p>\$300 thousand Title III Unrestricted General Fund</p>	<p><i>\$1.9 million*</i> Title I Title III Unrestricted General Fund</p> <p>\$300 thousand Title III Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
		<p>development with all core teachers by providing effective ELD standards and SEI training for all core content area teachers.</p> <p>An Avid Coordinator will recruit EL students for participation in AVID programs and services. (identified sites)</p> <p>Bilingual and Dual Language programs will be implemented to support content mastery for EL students.</p> <p>Class sizes will be reduced to ensure students have improved access to content and support in all core areas.</p> <p>ELD Students ability to recover course credit during the academic year and summer will allow better access to students to obtain graduation credits.</p> <p>Supplemental IPAD applications for EL students will be utilized in ELD courses to support language acquisition and content mastery in all core content.</p> <p>English Learner high school students not meeting the CAHSEE will have targeted intervention and support. (high school only)</p> <p>A comprehensive network of support will be provided to all district schools by the Office of State and Federal Programs to monitor, track, evaluate, support and intervene on behalf of EL, Foster Youth, Low Income, and Reclassified Fluent English Proficient (RFEP)</p>			<p><i>\$.5 million*</i> Unrestricted General Fund</p> <p><i>\$3.1 million*</i> Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.9 million*</i> Unrestricted General Fund</p> <p><i>\$2.1 million*</i> Unrestricted General Fund</p> <p><i>\$282 thousand*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</p>	<p><i>\$.5 million*</i> Unrestricted General Fund</p> <p><i>\$3.1 million*</i> Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.9 million*</i> Unrestricted General Fund</p> <p><i>\$2.1 million*</i> Unrestricted General Fund</p> <p><i>\$282 thousand*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</p>	<p><i>\$.5 million*</i> Unrestricted General Fund</p> <p><i>\$3.1 million*</i> Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.9 million*</i> Unrestricted General Fund</p> <p><i>\$2.1 million*</i> Unrestricted General Fund</p> <p><i>\$282 thousand*</i> Unrestricted General Fund</p> <p><i>\$1 million*</i> Title I Title III Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
		students and parents.					
<ul style="list-style-type: none"> ➤ A-G Coursework 1.0 ➤ Technology 2.0 ➤ Parent Involvement 3.0 ➤ Common Core 4.0 Professional Development 5.0 	1, 2, 3, 4, 5, 6, 7, 8	<p>For foster youth:</p> <p>District and Site Curriculum/Professional Development Specialists will improve instruction for Foster Youth students through professional development with all core teachers by providing standards training utilizing differentiated teaching strategies.</p> <p>A Family Community Services Program Coordinator will promote caregiver involvement in the education process through professional development opportunities for caregivers.</p> <p>The Family Community Services Program Coordinator will integrate district services with caregiver families to support the academic achievement of Foster Youth Students.</p> <p>An Avid Coordinator will recruit Foster Youth students for participation in AVID programs and services. (identified sites)</p> <p>Class sizes will be reduced to ensure students have access to content and support in all core areas.</p> <p>Foster Youth Students ability to recover course credit during the academic year and summer will allow better access to students to meet graduation requirements.</p>	LEA-wide		<p><i>\$1.9 million*</i> Title I Title II Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.1 million*</i> Unrestricted General Fund</p>	<p><i>\$1.9 million*</i> Title I Title II Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.1 million*</i> Unrestricted General Fund</p>	<p><i>\$1.9 million*</i> Title I Title II Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$124 thousand*</i> Title I Unrestricted General Fund</p> <p><i>\$3.5 million*</i> Unrestricted General Fund</p> <p><i>\$1.1 million*</i> Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
		<p>All Foster Youth students (district-wide) will have access to IPAD's to assist students in content mastery in all core courses.</p> <p>All teachers of Foster Youth students (grades 7, 8, 9 and Alta Vista) will have access to IPAD's to be used as an instructional tool to improve access for delivery of content in all core courses.</p> <p>Foster Youth high school students not meeting the CAHSEE will have targeted intervention support.</p> <p>A comprehensive network of support will be provided to all district schools by the Office of State and Federal Programs to monitor, track, evaluate, support and intervene on behalf of EL, Foster Youth, Low Income, and RFEF students and parents.</p>			<p>\$2.1 million* Unrestricted General Fund</p> <p>\$2.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title III Unrestricted General Fund</p>	<p>\$2.1 million* Unrestricted General Fund</p> <p>\$2.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title III Unrestricted General Fund</p>	<p>\$2.1 million* Unrestricted General Fund</p> <p>\$2.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title III Unrestricted General Fund</p>
<ul style="list-style-type: none"> ➤ A-G Coursework 1.0 ➤ Technology 2.0 ➤ Parent Involvement 3.0 ➤ Common Core 4.0 ➤ Professional Development 5.0 	1, 2, 3, 4, 5, 6, 7, 8	<p>For redesignated fluent English for proficient pupils:</p> <p>District and Site Curriculum/Professional Development Specialists will improve instruction for RFEF students through professional development with all core teachers by providing standards training (ie: ELD, SEI) for all core content areas.</p> <p>An Avid Coordinator will recruit RFEF students for participation in AVID programs and services. (identified sites)</p>	LEA-wide		<p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$5 million* Unrestricted General Fund</p>	<p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$5 million* Unrestricted General Fund</p>	<p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$2.4 million* Title I Title II Unrestricted General Fund</p> <p>\$5 million* Unrestricted General Fund</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: 2014-15	Year 3: 2014-15
		<p>Access to Bilingual and Dual Language programs to support content mastery for RFEP students.</p> <p>Class sizes will be reduced to ensure students have improved access to content and support in all core areas.</p> <p>RFEP Students ability to recover course credit during the academic year and summer will allow better access to students to meet graduation requirements.</p> <p>RFEP students not meeting the CAHSEE will have targeted intervention support.</p> <p>A comprehensive network of support will be provided to all district schools by the Office of State and Federal Programs to monitor, track, evaluate, support and intervene on behalf of EL, Foster Youth, Low Income, and RFEP students and parents.</p>			<p>\$3.1 million* Unrestricted General Fund</p> <p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title II Unrestricted General Fund</p>	<p>\$3.1 million* Unrestricted General Fund</p> <p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title II Unrestricted General Fund</p>	<p>\$3.1 million* Unrestricted General Fund</p> <p>\$3.5 million* Unrestricted General Fund</p> <p>\$1.1 million* Unrestricted General Fund</p> <p>\$282 thousand* Unrestricted General Fund</p> <p>\$1 million* Title I Title II Unrestricted General Fund</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.)

After identifying \$5.3 million in FY 2012-13 expenditures which support and serve our populations of unduplicated students, the District's additional supplemental and concentration spending requirements was raised by \$12.4 million. Thus, the supplemental and concentration funds total \$17.7 million to spend on increase services for our targeted sub-groups. Below are descriptions and the justifications for the intended use of the supplemental and concentration funds:

Site Curriculum/Professional Development Specialist – Certificated personnel assigned to each site to provide professional development in core content areas. The objective is to deliver the optimal teaching methods to classroom teachers to improved instruction to pupils.

Coordinated Intervention Services (CIS) Coordinator – Certificated personnel at each site to monitor the English learners and at-risk pupils. The job duties will include but not be limited to monitor academic performance, coordinate and conduct parent meetings, process targeted interventions to support A-G course completion, and analyze data to assist with proper placement of special populations.

AVID – Restoration of AVID courses at school sites. The AVID team will transform leadership, systems, instruction, and culture of the schools to ensure college and career readiness. The college readiness system is designed to increase the number of pupils who enroll and complete a degree at four-year colleges, focusing on students in A-G courses to achieve their fullest potential.

Summer School – The District will offer more summer school sessions and credit recovery for ELD students and for pupils who are at-risk of failing and/or not meeting A-G graduation requirements. Participation in summer school and credit recovery related programs have shown to have substantial beneficial effects on educational programs.

Bilingual/Dual Language – The Dual Language program teaches students literacy and content in two languages. Dual Language programs in SUHSD teach in English and Spanish. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. Students can earn a Seal of Biliteracy by demonstrating academic achievement in both languages. Additional bilingual staffing allocations to sites based on the number of English Learners allows for lower class sizes in Bilingual and ELD classes.

Class Size Reduction – To reduce class sizes district-wide to increase the number of individualized student-teacher interactions. The intent is to improve student learning and outcomes. The benefit of smaller class size reduces the student achievement gap core contents.

iPad Technology – iPads will offer the newest technology available for pupils to support their learning needs. Many teachers depend on computers, as well as using interactive whiteboards to increase the effectiveness of presentations. The iPad also supports these activities, along with having the capability to download selected adopted text books in one device.

CAHSEE Services – This will give the opportunity for sites to coordinate and structure CAHSEE supplemental support services. The services will focus on instruction and testing strategies created to improve student achievement in high schools to ensure students graduate from high school with minimum skills required in reading, writing, and math.

State and Federal Office – Personnel at the District level to support sites specifically with English Learners, Foster Youth, Low Income and Reclassified Fluent English Proficient pupils and families. It

isa comprehensive network of support provided to schools to monitor, track, evaluate, and intervene on behalf of English Learners, Foster Youth, Low Income, and Reclassified Fluent English Proficient pupils.

ELD/SEI Resource Teachers – An English Language Development (ELD) Teacher on Special Assignment will improve instruction for English Learner students by providing effective ELD standards training to core teachers. The emphasis will be targeted methodologies in which English Learners learn English through structured and sequential lessons. Structured English Immersion (SEI) Teachers on Special Assignment will analyze performance data to provide recommendations to school sites for proper program placement of English Learners, monitor placement, and provide professional development and support to Structures English Immersion (SEI) teachers in core content classes.

Parent Involvement – A Teacher on Special Assignment designated to facilitate meetings of all district parent groups. The meetings are designed to inform, train, and guide parents regarding the educational system and assist in the engagement process.

Family Community Services Program Coordinator – District assigned personnel to provide support services to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them. The Coordinator will promote caregiver involvement in the education process through professional development opportunities for caregivers.

- 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.

Overall, between the expenditures in Section 3B and the systemic changes noted above, SUHSD will meet the proportionality requirement of 6.17% for Fiscal Year 2014-15. The services illustrated in Section 3C are above the normal operations available to all pupils. The District is using quantitative and qualitative measures to improve services for unduplicated pupils by making additional district personnel, resources, technology, and training available to improve the overall learning environment.

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.