2014

SANTA MARIA-BONITA SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN

SANTA MARIA-BONITA SCHOOL BOARD

APPROVED JUNE 18, 2014

Phil Alvarado, Superintendent

LOCAL CONTROL ACCOUNTABILITY PLAN

LOCAL CONTROL FUNDING FORMULA

"Reforming California's school funding system through LCFF will improve student success. Local leaders will have much more flexibility to respond to the needs of students with tailored services and support. Effectively crafting and refining local approaches that improve student achievement will take the involvement and commitment of parents, students, community members and other engaged stakeholders"

Governor Jerry Brown

SMBSD BOARD OF EDUCATION

MISSION

Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment.

VISION

We are here to prepare children to be successful citizens.

CORE VALUES

We believe every person has value and potential.

We believe in the power of teaching.

We believe families are critical partners in a child's education.

We believe the greatest learning occurs in a safe environment.

We believe all students should be given the best education possible.

We believe in being advocates for our district's excellence.

We believe in dignity and respect for all.

STATE PRIORITIES

DRIVE SMBSD LCAP

STAKEHOLDER PRIORITIES FOR SANTA-MARIA BONITA SCHOOL DISTRICT

STUDENT SUCCESS IS OUR NUMBER ONE PRIORITY

YOUTH SERVICES ARE COORDINATED TO ADDRESS THE WHOLE CHILD AND FAMILY

SAFE AND DRUG FREE SCHOOLS PROVIDE A WELCOMING ENVIRONMENT FOR EVERY CHILD

TECHNOLOGY EXPANDS TO EMBRACE THE DIGITAL WORLD

EDUCATE ALL STAKEHOLDER GROUPS ON STATE STANDARDS AND FULLY IMPLEMENT WITH AN EMPHASIS ON CRITICAL THINKING

MAINTAIN AND IMPROVE OUR SCHOOL FACILITIES

INCREASE INTERACTIONS WITH OUR COMMUNITY PARTNERS TO ENRICH LEARNING ACTIVITIES

COMMUNICATE OFTEN AND ENGAGE PARENTS IN BOTH LEADERSHIP AND EDUCATION

DISTRICT SUPPORT AND ACCOUNTABILITY

CURRICULUM & INSTRUCTION: PROVIDE STAFF DEVELOPMENT FOR ALL ON COMMON CORE STATE STANDARDS IMPLEMENTATION

HUMAN RESOURCES: SECURE HIGHLY QUALIFIED TEACHING STAFF

ADMINISTRATORS AND TEACHERS: ESTABLISH COLLABORATIVE CULTURES AND EXAMINE COMMON CORE STATE STANDARDS FOR CURRICULUM TRANSFORMATIONS

NECESSARY TECHNOLOGY: DEVELOP 21ST CENTURY SKILLS THROUGH SUSTAINABLE TECHNOLOGY AND PROFESSIONAL DEVELOPMENT

GROUNDS AND MAINTENANCE: ENSURE A SAFE SCHOOL ENVIRONMENT THAT ENHANCES LEARNING AND SCHOOL CONNECTEDNESS

EVALUATION: CLOSELY MONITOR EXPENDITURES FOR EFFECTIVENESS BY BUSINESS SERVICES

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

Introduction:

LEA: Santa Maria – Bonita School District   Contact: Phillip Alvarado, Superintendent , palvarado @smbsd.net, (805) 361-8110   LCAP Year: 2014 - 2017

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
January 2014 The Superintendent and Cabinet members participated in a series professional development opportunities for the LCAP and LCFF process (SBCEO and CASBO) and began the process of identifying a multi-stakeholder group to form the district "LCAP Committee." The School Board was informed of the LCAP and LCFF. The Superintendent reviewed the recommended processes to be followed. At each regularly scheduled meeting the Superintendent provided formal updates on the LCAP process, any findings and progress towards completion. A multi-stakeholder group was formed inclusive of central administration, site administration, certificated teachers, Union representatives, and classified staff. • On January 10, 2014, the Superintendent attended a meeting hosted by SBCEO to discuss the recently released state regulations regarding the Local Control Accountability Plan. • On January 17, 2014 , the Superintendent held a site and district administrative staff meeting to share the new LCAP regulations and the LCAP template. On January 30, 2014, the LCAP committee held their inaugural LCAP meeting with the primary task of crafting a survey to gather input from the community, parents, students and staff to assess the needs of the district. Following a discussion of the LCAP process, the LCAP template and supporting document(s), and the impact of the formula funding changes, the LCAP committee identified as its number one priority, the preparation of a survey to which all district staff and parents would have access. The committee felt it vital to give all members of the SMBSD (community organizations, community-at-large, parents, students and staff) an opportunity to provide input. The survey was written around the "State Priorities," focusing on services provided by the district. The survey would provide the varying stakeholder groups an opportunity to identify their priorities and provide feedback. *February 2014* • A parent letter, "Frequently Asked Questions about LCAP (FAQ's)", and the survey were completed and translated into Spanish. On February 24-26th LCAP Parent Letter and FAQ's were sent home with students. • On February 26th the Director of Categorical Programs met with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) to discuss the Local Control Funding Formula, Local Control Accountability Plan, FAQ's, and gather input for the parent survey . A vote of confidence was passed to distribute the survey. The committee members discussed the need to expand the committee to include foster parents. • On February 27th the LCAP survey became available on the District website for all stakeholder groups.	*Support* Santa Barbara County Office of Education, Instructional Services Department provided training on the LCAP highlighting the State Priorities and recommended processes that impacted how we organized stakeholder groups to complete the LCAP. Resources included a LCAP development guide and resources such as, West Ed LCAP resources website and the California PTA parent engagement resources. Support by the SBCOE Instructional Services Department continued throughout the process via phone conferences, individual meetings, and the distribution of resources that were utilized to improve processes and content. *LCAP Committee Diversity* The multi-stakeholder group was carefully formed to include both union presidents, as well as, administrators, teachers, and central office staff who fully participated and engaged in the creation of the LCAP Survey conversations regarding writing and implementation of the LCAP plan. As stated, "we are in the process of transitioning to "Common Core", engaging in computerized testing with Smarter Balanced, and planning for a well rounded curriculum." The plan must have a component of scaffolded support for teachers in the classroom and how administration supports the transition. *Survey Results* The survey was a powerful tool to assist in prioritizing and planning our implementation plan. With efforts put forth by all staff, results were analyzed from 6,716 parents, community members, students, teachers, and administrators. The results were measured with the State Priorities. The significance of the number of returns focused our plan. *Two key trends were identified among all respondents – 1. Placing great value on school climate and safety, and, 2. Placing great value on communicating with parents.* *The survey resulted in nine areas of interest, priority, and need:* 1. Provide parents information about behavior and grades 2. Improve campus safety 3. Provide an educational focus on Student alcohol & drug use 4. Insure that students feel safe on campus 5. Keep parents updated, communicate often, esp. attendance 6. Provide Common Core instructional materials 7. Encourage students to set personal goals for academics 8. Divide students into small groups for more focused instruction 9. Provide teachers with in-depth training *Technology* Technology access and tools available for both students and teachers need to be explored and expanded in our district. Many available tools (such as Google Docs) are available and need to be part of staff development, instruction and assessment. *Parent Leadership*

Involvement Process	Impact on LCAP
March 2014 • On March 3rd LCAP survey was sent home with students, as well as, access on the district website. • District submitted and published a "Letter to the Santa Maria Times Editor" encouraging community participation in the LCAP survey. • District featured an invitation to community members to complete the LCAP survey in the Santa Maria Valley Chamber of Commerce online newsletter. The invitation was online for a month. • Director of Curriculum was interviewed by Univision and explained the LCAP and encouraged our Spanish speaking community to complete the LCAP Survey. • District featured an article in the SMBSD "Have YOU Heard" March newsletter entitled, "Survey Seeks Input on Spending Priorities". • Director of Pupil Personnel Services and Collaborative Project Lead met with Santa Maria THRIVE Parents and collaborative agency partners at their monthly meeting and explained the importance of LCAP and encouraged parents to complete the survey. • Each school site held a SSC/ELAC Parent Night to review the LCAP and FAQ's and encourage participation in the survey. Documentation is available in Categorical Office. A presentation was provided for each school. • From March 3rd-March 21st the LCAP survey was available on the district website to gather as many responses as possible. • Surveys results were then compiled and an executive summary, along with results for each question were commutated. • Individual school survey results were compiled and provided to each school. • On March 26th, the Director of Categorical Programs met with the DAC and DELAC committees to review the Common Core Standards, LCAP template, allocation of LCFF supplemental and concentration grants to schools. **_April 2014_** • Each school held meetings with its School Leadership Team (SLT), School Site Council (SSC) and English Learner Advisory Committee (ELAC) to assess the school needs and write its school LCAP plan. Documentation is available in the Categorical Office. • On April 2nd, a meeting was held by the Director of Categorical Programs and Director of Student Services with parents and representatives from the Foster Youth Community to discuss the LCFF funding, LCAP, FAQ's and LCAP Survey. Participants discussed the emphasis on Foster Youth in the LCAP and were asked to elect foster parent representatives to attend all future District Advisory (DAC) and District English Learner Committee (DELAC) meetings. Two foster parents were elected as representatives. **_May 2014_** • As part of the LCAP plan process, a Common Core Professional Development Committee (CCPD) was formed, comprised of union representatives, teachers, site	We have well-trained cohesive parent groups that include DAC, DELAC, Migrant Parent Advisory Committee, and the Partnership for the Advocacy of Gifted Education (PAGE) that attend monthly meetings and are a part of the decision-making process. This is evident in the questions and commentary received regarding the LCAP focus. **_A Fresh Look at Professional Development for All_** The formation of a diverse group of teachers and administrators was an idea that was brought by teacher leadership to the superintendent. The goal of this resulting collaborative was to explore professional development models that would be systemic and would impact classroom teaching. The collective determination was that the presence of curriculum experts at the school sites was critical. Equally important were opportunities for teachers to learn from each other by way of observation and lesson study. The Common Core Professional Development Committee mission statement reads as follows: "The SMBSD collective commitment in the area of common core professional development is to develop structures for, and provide meaningful, specific, quality, sustainable professional development with clear expectations for all stakeholders."

Involvement Process	Impact on LCAP
administrators, central office staff, board members and the Superintendent. The Superintendent facilitated the CCPD meetings. After four day-long meetings, the CCPD established a vision statement, identified interests, formulated a new model for CCPD, and presented the model for Board approval during the public hearing process on June 4. • During a special session of a Board Meeting, the LCAP survey results were shared and the priorities cited by parents and staff were reviewed. • The LCAP committee meeting to review the survey results, LCAP guidance, State Priorities and our goals and actions were revisited for clarification and amendments made to the draft plan in progress. The LCAP draft was completed and reviewed by the committee prior to being brought forth to the Board. • On May 21st, the DAC/DELAC/Foster Youth Parent Committee meeting was held to analyze the results of the parent survey, review and provide input on the LCAP plan. • Public Hearings were held on May 14, May 29, June 4 and June 18 to review the LCAP process, LCAP progress and prioritize LCAP investments by the Superintendent and members of the LCAP committee. The Local Control Funding Formula and Local Control Accountability Plan have been discussed in a variety of forums, schools, and regular and special board meetings throughout the year. This included four public hearings during the months of May and June, 2014. Final LCAP approval was made on June 18.	

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?

Category A. Conditions of Learning

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities |
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% Fully qualified teachers **Metric:** The total number and percentage of fully credentialed teachers 1) Compliance with commission on Teacher Credential audit 2) District Annual review of class and course assignment 3) County Office of Education Williams Act review	**A1: 100% Fully qualified teachers** Hiring fully credentialed teachers. Annual review of credentials	All	All	100% Fully credentialed teachers.	100%	100%	100%	**State Priority #1** Credentialed teachers
School Facilities are maintained in good repair **Metric:** Facilities Inspection Tool (FIT) County Office of Education Williams Act review	**A3: The district will complete an assessment of facility needs to determine where investments in additional staff and the major facilities systems are required to maintain appropriate conditions of learning**	All	All	Annually Establish a plan based on assessment of facility needs to determine the 1. priorities for deferred maintenance work 2. adequacy of maintenance staffing 3. adequacy of custodial staffing 4.	All school facilities are safe, clean and in good repair Maintain school facilities with an overall FIT rating of "Good"	All school facilities are safe, clean and in good repair Maintain school facilities with an overall FIT rating of "Good"	All school facilities are safe, clean and in good repair Maintain school facilities with an overall FIT rating of "Good"	**State Priority #1** Facilities Williams Act

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Every student, including English Learners, has current textbooks and quality instructional materials, compliant with state standards, to use in the classroom and to take home to complete assignments. **Metric:** Board Public Hearing and Resolution certifying that the district has sufficient textbooks and instructional materials that are aligned to the content standards in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the state board: 1. Mathematics 2. Science 3. History-Social Science 4. English Language Arts, including the English Language Development component of an adopted program	**A2: Every student, including English learners, has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.**	all	all	100% compliance Based on District Resolution Certifying Compliance. Evidenced by final William Report Findings	100% compliance	100% compliance	100% compliance	**State Priority #1** Instructional Materials Williams Act

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
All students have access to broad course of study that includes all of the subject areas

Metric:
The total number and percentage of teacher professional development completed, lesson plans, courses offered.

Evaluations from teachers | **A4: All students have access to a broad course of study that includes all of the subject areas.** | all | all | Explore the following areas of study:
1. STEM/ Tech Labs
2. Visual and Performing Arts Standards
3. Next Generation Science Standards
4. Gifted and Talented Education
5. AVID
6. Social Studies
7. PE Standards
8. Family and Computer Science
9. Dual Immersion Task Force

*SBCEO Jr. High at Risk Class | Instruction will reflect an exploration of one or more of the following:
1. STEM/ Tech Labs
2. Visual and Performing Arts Standards
3. Next Generation Science Standards
4. Gifted and Talented Education
5. AVID
6. Social Studies
7. PE Standards
8. Family and Computer Science
9. Dual Immersion Task Force

*SBCEO Jr. High at Risk Class | Instruction will reflect a deeper understanding of one or more of the following:
1. STEM/ Tech Labs
2. Visual and Performing Arts Standards
3. Next Generation Science Standards
4. Gifted and Talented Education
5. AVID
6. Social Studies
7. PE Standards
8. Family and Computer Science
9. Dual Immersion Task Force
(Continue to explore as a task force) | Instruction will reflect a continued understanding of one or more of the following:
1. STEM/ Tech Labs
2. Visual and Performing Arts Standards
3. Next Generation Science Standards
4. Gifted and Talented Education
5. AVID
6. Social Studies
7. PE Standards
8. Family and Computer Science
9. Dual Immersion Task Force
(Continue to explore as a task force) | **State Priority #7**
The extent to which pupils have access to a broad course of study |

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Implementation of the Academic Content and Performance Standards Adopted by the State Board

Metric:
The total number and percentage of teacher professional development completed, courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board

Number/Percentage of teachers and administrators trained in the CCSS modules in ELA/ELD.

Pupil performance on common formative assessments at grade level in English language arts | **A5: Full Implementation of State board adopted Common Core State Standards in English Language Arts, Literacy** | all | all | Elementary
1 full staff development day Overview of ELA Standards and Text types for writing
4 early release days for professional development in the different text types

Junior High
2 early release days Use of technology to support content

Teacher on Special Assignment (TOSA) Writing process + technology +Common Core

*Incorporating icons of depth and complexity in CCSS-style literacy lessons

*PD in Close Reading of Informational Text and Literary Text

Administrators
Overview of ELA Standards and Text types

Preschool: Support early learning education based on Preschool Foundations that support the standards | Instruction reflects the exploration of revised instructional practices that align to the CCSS for ELA

Instruction reflects upon agreed targets for students in reading. i.e. Running records, DIBELS, Accelerated Reader, Reading Counts, but are not limited to these.

Instruction reflects agreed upon strategies.

Instruction reflects students writing to the different text types

Instruction reflects the use of common assessments at sites in ELA.

Instruction reflects technology beginning to be integrated into all ELA student experiences

*Instruction reflects the integration of the icons of depth and complexity across all subjects

*Instruction reflects the use of literacy | Instruction reflects a transition of instructional practices that align to the CCSS for ELA.

Instruction reflects upon agreed targets for students in reading. i.e. Running records, DIBELS, Accelerated Reader, Reading Counts, but are not limited to these.

Instruction reflects agreed upon strategies.

Instruction reflects students writing to the different text types

Instruction reflects the use of revised common assessments in ELA.

Instruction reflects continued use of technology being integrated into all ELA student experiences

*Instruction reflects the | Instruction reflects a transition of instructional practices that align to the CCSS for ELA.

Instruction reflects upon agreed targets for students in reading. i.e. Running records, DIBELS, Accelerated Reader, Reading Counts, but are not limited to these.

Instruction reflects agreed upon strategies.

Instruction reflects students writing to the different text types

Instruction reflects the use of revised common assessments in ELA.

Instruction continued of technology being integrated into all ELA student experiences

*Instruction reflects the integration of the icons of depth and complexity | **State Priority Area #2**
Implementation of the Academic Content and Performance Standards Adopted by the State Board |

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Preschool teachers were trained in the Importance of Read Alouds. Preschool parents were introduced as to the importance of read alouds for their children. Review the need for more 1) Curriculum subs 2) Teachers on Special Assignment 3) Outside specialist	standards and is evidenced in History/Social Science, Science and Technical Subject classes Preschool students will be provided developmentally appropriate instruction.	integration of the icons of depth and complexity across all subjects *Instruction reflects the use of Literacy standards and is evidenced in History/ Social Science, Science and Technical Subject classes *Instruction reflects the use of revised assessments in writing measures based on CCSS Preschool students will be provided developmentally appropriate instruction.	across all subjects *Instruction reflects the use of Literacy standards and is evidenced in History/ Social Science, Science and Technical Subject classes *Instructions reflects the use of revised assessments in writing measures based on CCSS Preschool students will be provided developmentally appropriate instruction.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Implementation of the Academic Content and Performance Standards Adopted by the State Board

Metric:
The total number and percentage of teacher professional development completed, courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board

Number/Percentage of teachers and administrators trained in the CCSS in Math

Pupil performance on common formative assessments at grade level in Math | **A5: Full Implementation of State Board adopted Common Core State Standards in Mathematics** | all | all | Transitioning to implementation of the 8 Standards of Mathematical Practice, focusing on collaborative conversations

2 Early Release days with CCSS mathematics Focus

Professional Development for Teachers and Administrators by SBCEO content experts:
1. Facts Wise Training
2. Number Talks Training
3. Transformational Math Jr. High Patrick Callahan

Professional Development for Teachers by Higher Institutes Education
1. K - 2 Math
2. 4-8 Math

Other trainings:
1. Math Curriculum Evaluation Toolkit Training
2. Mathematics Framework Training
3. ITQ Grant
4. Singapore Math Training
5. Rekenreks
6. CMC Conference | Instruction reflects the implementation of the Engage NY Math modules that align to the CCCSS w/ an emphasis on the strategies.

Instruction reflects the implementation of piloting materials

Instruction reflects students engaging in a variety of strategies such as
1. Number Talks
2. Facts Wise
3. MARS Tasks but are not limited to these

Instruction reflects strategies that are focused on in the Math Framework

Instruction reflects the use of various manipulatives to have a conceptual understanding of math

Preschool students will be provided developmentally appropriate instruction

Instruction may reflect RTI[@] Reasoning Mind Program for grades 5-7 at identified schools | Monitor, adjust and refine professional learning plan to support goals as needed.

Instruction reflects the implementation of the new adoption.

Instruction reflects the use of revised assessments for mathematics

Instruction reflects students engaging in a variety of strategies such as
1. Number Talks
2. Facts Wise
3. MARS Tasks but are not limited to these

Instruction reflects strategies that are focused on in the Math Framework

Instruction reflects the use of various manipulatives to have a conceptual understanding of math

Preschool students will be provided developmentally appropriate instruction. | Monitor, adjust and refine professional learning plan to support goals as needed.

Instruction reflects full implementation of the new adoptions

Instruction reflects the use of revised assessments for mathematics

Instruction reflects students engaging in a variety of strategies such as
1. Number Talks
2. Facts Wise
3. MARS Tasks but are not limited to these

Instruction reflects strategies that are focused on in the Math Framework

Instruction reflects the use of various manipulatives to have a conceptual understanding of math

Preschool students will be provided developmentally appropriate instruction. | **State Priority Areas #2** Implementation of the Academic Content and Performance Standards Adopted by the State Board |

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Preschool: Support early learning education for students based on Preschool Foundations that support the standards.

Review the need for more:
1) Curriculum subs
2) Teachers on Special Assignment
3) Outside specialist | | Instruction may reflect continued use of RTI^2 Reasoning Mind Program for grades 5-7 at identified sites | Instruction may reflect continued use of RTI^2 Reasoning Mind Program for grades 5-7 at identified sites | |

	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Implementation of the Academic Content and Performance Standards Adopted by the State Board

Metric:
The total number and percentage of teacher professional development completed courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board

Number/Percentage of teachers and administrators trained in the CCSS modules in ELA/ELD.

California English Language Development Test results indicate at least one year of growth for one year of school for every English learner student

Pupil performance on common formative assessments in all subject areas equivalent to English only pupil within five year of instruction in the district | **A6: Full Implementation of State board adopted English Language Development Standards** | English Learners | all | ELD Action team leaders and Teacher on Special Assignment received professional development introducing them to the new ELA/ ELD Framework and standards

Began to explore the development of online means of PD/support for Curriculum, INSIDE and Technology via blogs/Google communities

All teachers provide designated ELD instruction to students

District website: Systematic ELD Lessons for teachers are available on the website for teaching all levels of ELLs

Inform parents what level of English proficiency students are working at

Preschool: Support early learning education for students based on Preschool Foundations that support the common standards. | Students will engage in a designated ELD time on a daily basis

Instruction reflects the use of sentence frames developed for Systematic English Language Development to develop fluency and understand the structures of the English language

Instruction begins to reflect attention to literacy and ELD in all content areas.

Instruction reflects daily designated ELD lessons with student engagement

Instruction reflects the use of academic language

Instruction reflects a school- wide strategy used for ELD

Instruction reflects culturally relevant materials to enhance learning

Preschool students will be provided developmentally appropriate instruction. | Students will engage in a designated ELD time on a daily basis

Instruction reflects attention to literacy and ELD in all content areas

Instruction continues to reflect daily designated ELD lessons with increased student engagement

Instruction reflects the use of sentence frames developed for Systematic English Language Development to develop fluency and understand the structures of the language

Instruction reflects regular practice with complex texts and academic language

Instruction reflects multiple strategies used school- wide for ELD | Students will engage in a designated ELD time on a daily basis

Instruction reflects attention to literacy and ELD in all content areas

Instruction reflects daily designated ELD lessons with a continued increase of student engagement

Instruction reflects the use sentence frames developed for Systematic English Language Development to develop fluency and understand the structures of the language

Instruction reflects regular practice with complex texts and academic language

Instruction reflects multiple strategies used school-wide for ELD | **State Priority Areas #2** Implementation of the Academic Content and Performance Standards Adopted by the State Board |

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						Instruction reflects the use or culturally relevant materials to enhance learning Preschool students will be provided developmentally appropriate instruction.	Instruction reflects the use of culturally relevant materials to enhance learning Preschool students will be provided developmentally appropriate instruction.	

Category B. Pupil Outcomes

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase the % of students who pass the statewide assessment **1) Pupil performance on common formative assessments 2) Pupil performance on state assessments**	B1: Students improve statewide proficiency	All	All	2013 % Proficient: Math 50.1, ELA 36.0	Subgroup move towards designated state target	Subgroup move towards designated state target	Subgroup move towards designated state target	State priority Area #4 Indicator B
		White		2013 % Proficient: Math 56.6, ELA 51.2				
		Hispanic or Latino		2013 % Proficient: Math 49.3, ELA 34.4				
		American Indian		2013 % Proficient: Math 55.6, ELA 53.6				
		Filipino		2013 % Proficient: Math 68.9, ELA 66.3				
		Black or African American		2013 % Proficient: Math 50.7, ELA 46.1				
		Asian		2013 % Proficient: Math 77.8, ELA 66.7				
		Native Hawaiian or Pacific Islander		2013 % Proficient: Math 31.2, ELA 31.2				
		Socioeconomically Disadvantaged		2013 % Proficient: Math 49.9, ELA 35.6				
		English Learners		2013 % Proficient: Math 48.2, ELA 30.5				
		Redesignated Fluent English Proficient (R-FEP)		2013 % Proficient: Math: 78%, ELA: 71%				
		Students with disabilities		2013 % Proficient: Math 21.7, ELA 14.7				
		Foster Youth		2013 % Proficient Data pending, currently not available				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase the district's Academic Performance Index (API) **Academic Performance Index**	B2: Improve API towards state designated target	All	All	2013 API: 727	Subgroup move towards designated target	Subgroup move towards designated target	Subgroup move towards designated target	State Priority Area #4 Indicator B
		White		2013 API: 782				
		Hispanic or Latino		2013 API: 721				
		American Indian		2013 API: 737				
		Filipino		2013 API: 846				
		Black or African American		2013 API: 751				
		Asian		2013 API: 839				
		Native Hawaiian or Pacific Islander		2013 API: 747				
		Socioeconomically Disadvantaged		2013 API: 725				
		English Learner		2013 API: 706				
		Students with Disabilities		2013 API: 472				
		Foster Youth		2013 API: Data pending, currently not available				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase progress towards English Language Proficiency for EL's **% of English learners making annual progress in learning English.**	**B3: English learners meet Annual Measurable Achievement Objective 1 (AMAO 1) - Making annual progress in Learning English**	English Learners (ELs)	All	2013 AMAO 1: 50% ELs made annual progress in learning English	English Learners meet AMAO 1 target	English Learners meet AMAO 1 target	English Learners meet AMAO 1 target	State Priority Area #4 Indicator D
Increase progress towards English Language Proficiency for EL's **% of English learners with less than five years in school attaining English proficiency.**	**B3: English learners meet Annual Measurable Achievement Objective 2 (AMAO 2) - Attaining English Proficiency Level**	English Learners	All	2013 AMAO 1: 13.2% ELs with less than 5 years in school attained English Proficiency	English Learners with less than 5 years in school move towards designated AMAO 2 target	English Learners with less than 5 years in school move towards designated AMAO 2 target	English Learners with less than 5 years in school move towards designated AMAO 2 target	State Priority Area #4 Indicator D
				2013 AMAO 1: 48.1% ELs with 5 or more years in school attained English Proficiency	English Learners with 5 or more years in school meet or exceed AMAO 2 target	English Learners with 5 or more years in school meet or exceed AMAO 2 target	English Learners with 5 or more years in school meet or exceed AMAO 2 target	State Priority Area #4 Indicator D
Increase the annual rate of English Learner students to fluent English Proficient **Reclassification rate of English learners**	**B4**: English Learners are Reclassified as Fluent English Proficient (RFEP)	English Learners	All	2013 RFEP: 7.4% ELs were Reclassified Fluent English Proficient (RFEP)	Increase % students reclassified by 2% annually	Increase % students reclassified by 2% annually	Increase % students reclassified by 2% annually	State Priority Area #4 Indicator E

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase student physical fitness and reduce student obesity to promote students' physical health, mental health and overall well-being. **Metric:** State Physical Fitness Test	**B8: All Students and Student Subgroups are performing in Healthy Fitness Zone (HFZ)**	All Students Low Income English Learners Reclassified Homeless Foster Youth Students with Disabilities	All	2013 HFZ: 62% students in HFZ	Increase % students in HFZ by 5% annually	Increase % students in HFZ by 5% annually	Increase % students in HFZ by 5% annually	State Priority Area # 8 Indicator F
Students participate in visual and performing arts courses and/or programs **Metric:** 1) % of students receiving visual and performing arts courses 2) % of students participating in extracurricular activities related to visual and performing arts	B: 5 Pupil Outcomes in the visual and performing arts	All	All	Some examples of visual and performing arts include, but are not limited to: Band Theatre Choir	Increase % of students participating in extracurricular activities related to visual and performing arts	Increase % of students participating in extracurricular activities related to visual and performing arts	Increase % of students participating in extracurricular activities related to visual and performing arts	State Priority 8

Category C. Engagement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
District efforts to seek parent input in making decisions for the school district **Metric:** Data qualifying efforts to seek parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings	C1: Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at the district level.	all	all	Outreach to parents through various committees: 1. District Advisory Committee 2. District English Learner Advisory Committee 3. Migrant Parent Advisory Committee 4. PAGE (Partnership for Advocacy of Gifted Education) 5. Thrive Focus Group Meetings 6. Foster Parent Meeting 7. Preschool Parent Meetings 8. Special Ed parent meetings, etc. Outreach to parents via: 1. District website 2. Flyers 3. Newsletters 4. Letters 5. Phone calls 6. Parent meeting 7. Board meeting agendas, minutes, sign-ins. 8. Back to School Night 9. Open House 10. Literacy nights 11. District wide parent meetings 12. Other Parent Meetings 13. District wide Parent Education Programs 14. Parent Institute for Quality Education in English and Spanish 15. English as a Second Language Programs 16. Family Literacy	Student's parents will be surveyed in their primary language to obtain parent input in making decisions for the school district. The survey will obtain baseline data by quantifying efforts to obtain parent input Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Explore opportunities to showcase what is happening in our district classrooms, parent meetings, district wide events, professional development, etc. Add video snapshots, You Tube (Share in parent's primary language)	Using data from year 1, increase efforts to obtain parent input in district decision making Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Explore opportunities to showcase what is happening in our district classrooms, parent meetings, district wide events, professional development, etc. Add video snapshots, You Tube (Share in parent's primary language)	Using data from year 2, increase efforts to obtain parent input in district decision making Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Explore opportunities to showcase what is happening in our district classrooms, parent meetings, district wide events, professional development, etc. Add video snapshots, You Tube (Share in parent's primary language)	**State Priority #3** **P**arental Involvement Efforts to seek parent input in making decisions for the school district

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Conferences 17. State Parent Conference 18. National Migrant Conference 19. District wide Parent Orientation to encourage participation in district and school committees Parent information meetings held on Common Core and LCFF/LCAP LCAP Survey online and sent out to parents Translators and Interpreters are provided at school district meetings to relay information to parents in their primary language				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
District efforts to seek parent input in making decision for the school sites **Metric:** Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings.	C2: Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at school.	All	All	1. Monthly meetings with School Site Council 2. English Learner Advisory Committee 3. Parent Teacher Club 4. School Leadership Team 5. Other school committees 6. Home visits 7. Back to School Night 8. Family Nights 9. Open House 10. Parent information meetings 11. Parent conferences held three times per year 12. Fairlawn and Bruce community Building 13. Thrive 14. Parent Education Events 15. Outreach to parents via Connect Ed automated calls in the parent's primary language . 16. Community Liaisons at each site to provide outreach to families. 17. Translators and Interpreters are provided at school site meetings to relay information to parents in their primary language	Continue current practice Students' parents will be surveyed in their primary language to obtain parent input in making decisions for the school site. The survey will obtain baseline data by quantifying efforts to obtain parent input Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parents' primary language. Consider students sending out some messages Explore opportunities to showcase what is happening at school sites, classrooms, parent meetings, school wide events, professional development, etc. Add video snapshots, You Tube (Share in parent's primary language)	Continue current practice Using data from year 1, increase efforts to obtain parent input in making district decision making Increase outreach via electronic means and meeting formats Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parents' primary language. Consider students sending out some messages Explore opportunities to showcase what is happening at school sites, classrooms, parent meetings, school wide events, professional development, etc. Add video snapshots, YouTube (Share in parent's primary language)	Continue current practice Using data from year 2, increase efforts to obtain parent input in making district decision making Increase outreach via electronic means and meeting formats Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parents' primary language. Consider students sending out some messages Explore opportunities to showcase what is happening at our school sites, classrooms, parent meetings, school wide events, professional development, etc. Add video snapshots, You Tube (Share in parent's primary language)	State Priority Area #3 Parental Involvement Indicator A Efforts to seek parent input in making decisions for the school site

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Promote parental participation in programs for Unduplicated pupils **Metric:** Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings.	C3: Increase parental participation in programs for Unduplicated pupils	English learners and Redesignated Fluent English proficient (RFEP) pupils	All	Provided Parent Education Programs at each school site: These may include, but are not limited to: 1. English as a Second Language 2. Parent Institute for Quality Education (PIQE) 3. Love & Logic Program 4. Parent Project classes 5. Home Visit Program 6. Child Development Program 7. Family Literacy nights 8. Regular meetings with parents of English Learners and Redesignated fluent English Proficient Provided notice of meetings through: 1. Connect Ed Automated Phone Call System is used for all parent meetings. 2. All written communications for parents are provided in English and Spanish. All School Board meetings are orally interpreted in Spanish. Agendas, minutes and documents are translated into Spanish. Community Liaisons are hired at every school site to provide outreach to families who speak a language other than English. Recruiting practices include preference for bilingual staff	Increase efforts to promote parental participation in programs for English Learner and Hispanic students Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language Parental participation in general programs for all pupils and specific programs for their children Promote programs at outreach events such as Pantry, Health Fairs, Open House	Using data obtained in year 1, increase efforts to promote parental participation in programs for English Learner and Hispanic students Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language Continue to promote programs at outreach events such as Pantry, Health Fairs, Open Houses, etc.	Using data obtained in year 2, increase efforts to promote parental participation in programs for English Learner and Hispanic students Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language Continue to promote programs at outreach events such as Pantry, Health Fairs, Open Houses, etc.	State Priority #3 Parental involvement Indicator B Promote parental participation in programs for unduplicated pupils

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				to promote participation with non-English speaking parents School office staff assignments adjusted to ensure bilingual staff members are in place in every school office to assist students and parents. Explore the possibility of using local television, radio and other avenues of public service announcements				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Promote parental participation in programs for Unduplicated pupils **Metric:** Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings.	C3: Increase parental participation in programs for unduplicated pupil	Low income and Foster Youth	All	Outreach to obtain current phone numbers and e-mail addresses for all pupils - August - December 2013 Connect Ed phone calls Provide District-wide Outreach activities and Parent Education Programs at each school site: These may include, but are not limited to: 1. Parent Project Classes 2. School Site and Community Site Parent Education Classes 3. Parent Institute for Quality Education (PIQE) 4. Monthly First Five/Thrive Community Building Meetings 5. Annual Migrant Family Literacy Conference 6. State Migrant Parent Conference 7. National Migrant Conference 8. Parent Leadership Program	Increase efforts to promote parental participation in programs for Low income students and Foster Youth Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language Create a baseline by quantifying overall parental participation in general programs for all pupils as Low income students are not identified to staff.	Using data obtained in year 1, increase efforts to promote parental participation in programs for Low income students and Foster Youth. Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language	Using data obtained in year 2, increase efforts to promote parental participation in programs for Low income students and Foster Youth. Student's parents will be reached through: surveys, focus groups, Connect ed, e-mail, letters, meetings, public service announcements in their parents primary language	State Priority Area #3 Parental involvement Indicator B Promote parental participation in programs for unduplicated pupils

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase School attendance rates **Metric:** Student attendance rates	**C4: Increase student attendance rate**	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth	All	Baseline set at 2012-2013 school year: 96.8%	Overall attendance improved by .1% Student's parents will receive personal phone call daily when student is absent from school. TMT and SARB meetings for parents of continual habitual truants Truancy letters mailed to habitual truants Students receive site level incentives and rewards for perfect attendance. Truancy Mentors assigned to habitually truant students. During parent meetings stress importance of attendance. Review attendance procedures with staff Students receive Compulsory Attendance rules noted in Annual Notification to Parents/Guardians	Overall attendance improved by .1% Student's parents will receive personal phone call daily when student is absent from school. Review data from previous year and make adjustments as necessary TMT and SARB meetings for parents of continual habitual truants Truancy letters mailed to habitual truants Students receive site level incentives and rewards for perfect attendance. Truancy Mentors assigned to habitually truant students. During parent meetings stress importance of attendance. Review attendance procedures with staff Students receive Compulsory Attendance rules noted in Annual Notification to Parents/Guardians	Overall attendance improved by .1% Student's parents will receive personal phone call daily when student is absent from school. Review data from previous year and make adjustments as necessary TMT and SARB meetings for parents of continual habitual truants Truancy letters mailed to habitual truants Students receive site level incentives and rewards for perfect attendance. Truancy Mentors assigned to habitually truant students. During parent meetings stress importance of attendance. Review attendance procedures with staff Students receive Compulsory Attendance rules noted in Annual Notification to Parents/Guardians	**State Priority Area #5** **Pupil engagement** **School attendance rates**

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase School attendance rates **Metric:** Student attendance rate	**C4: Increase student attendance rate**	**English Learner and RFEP students** **Low Income** **Students with Disabilities** **Homeless and Foster Youth**		Baseline set at 2012-13 school year: 96.8%	Overall attendance improved by .1%	Overall attendance improved by .1%	Overall attendance improved by .1%	**State Priority Area #5 Pupil engagement** **School attendance rates**
Decrease Chronic Absenteeism **Metric:** Student attendance rate				Baseline set at 2012-13 for percentage of habitual truants 17.94%	Decrease habitual truant rate by .2% Daily in person phone call to parents of absent students TMT and SARB meetings for parents of continual habitual truants Truancy letters mailed to habitual truants Site level incentives and rewards for perfect attendance Truancy Mentors assigned to habitually truant students. During parent meetings stress importance of attendance. Review attendance procedures with staff Compulsory Attendance rules noted in Annual Notification	Decrease habitual truant rate by .2% Review data from previous year and make adjustments as necessary	Decrease habitual truant rate by .2% Review data from previous year and make adjustments as necessary	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					to Parents/Guardians			
Decrease Pupil Suspension Rates **Metric:** Pupil Suspension rates	**C5: Decrease pupil Suspension rates**	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth	All	Baseline set at 2012-2013 school year: 4.6% Class discipline plan sent home to each student. Grounds for Suspension or Expulsion listed in Annual Notification to Parents or Guardians School rules are reviewed with students at school sites Enrichment Extracurricular Activities for students at sites ORC services available for all elementary schools. School counselors available to meet with Jr. High students Junior High Respect Days Safety Plans for all schools	Decrease by .1% annually Class discipline plan sent home to each student. Grounds for Suspension or Expulsion listed in Annual Notification to Parents or Guardians School rules are reviewed with students at school sites	Decrease by .1 % annually Review data from previous year and make adjustments as necessary	Decrease by .1 % annually Review data from previous year and make adjustments as necessary	**State Priority Area #6** School Climate Pupil Suspension rates

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Maintain low expulsion rates **Metric:** Pupil expulsion rates	**C5: Maintain low expulsion rates**	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth		Baseline set at 2012-2013 school year: .1% Class discipline plan sent home to each student. Grounds for Suspension or Expulsion listed in Annual Notification to Parents or Guardians School rules are reviewed with students at school sites Enrichment Extracurricular Activities for students at sites ORC services available for all elementary schools. School counselors available to meet with Jr. High students Safety Plans for all sites	Less than .1% Class discipline plan sent home to each student. Grounds for Suspension or Expulsion listed in Annual Notification to Parents or Guardians School rules are reviewed with students at school sites Enrichment Extracurricular Activities for students at sites ORC services available for all elementary schools. School counselors available to meet with Jr. High students Safety Plans for all sites	Less than .1% Review data from previous year and make adjustments as necessary	Less than .1% Review data from previous year and make adjustments as necessary	**Priority Area #6** School Climate Pupil Expulsion rates

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase Student's sense of safety and School connectedness **Metric:** 1) Student Surveys 2) Student participation in extracurricular activities	C5: Increase Student sense of safety and school connectedness	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth	LEA Wide	K-6 students: 85% students felt safe at school most or all the time in grade 5 CHKS 7-8 students: 71% students agree or strongly agree that they feel safe at school in grade 7 CHKS Based on our growing student population a need has been identified to increase services for: 1. Outreach consultants 2. Resource officers 3. Student supervision 4. Assistant Principal 5. Human Resources Clerk Full Time The following are provided to students: 1) DARE Officer for Grade 6 program 2) School Counselors for JH students 3) Extracurricular Activities for students 4) Anti-bullying program implementation All schools are fenced and door locks have been added to increase safety All schools have Safety Plans All schools practice lockdown	Continue current practice Increase % feeling safe at school by 1% annually Instruction will reflect Outreach Consultants working closely with all students Resource officers will be available to students Students will have more student supervision at the school site Assistant principals will continue to assist in increasing student's sense of safety and school connectedness DARE Officer for Grade 6 program School Counselors for JH students Share CHKS data with schools and their staff Extracurricular Activities for students Anti-bullying program implementation All schools are fenced	Continue current practice Increase % feeling safe at school by 1% annually DARE Officer for Grade 6 program ORCs for K-6 School Counselors for JH students Share CHKS data with schools and their staff Extracurricular Activities for students Anti-bullying program implementation All schools are fenced All schools have Safety Plans All schools practice lockdown drills and fire drills Expand on Individual capacity building and use of Social Skills curriculum for Special Education students	Increase % feeling safe at school by 1% annually Expand on Individual capacity building and use of Social Skills curriculum for Special Education students	**State Priority #6** School Climate Pupil Sense of Safety and School Connectedness

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				drills and fire drills Share CHKS data with schools and their staff Individual capacity building and use of Social Skills curriculum for Special Education students	All schools have Safety Plans All schools practice lockdown drills and fire drills Expand on Individual capacity building and use of Social Skills curriculum for Special Education students			

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase Parent's Sense of Safety and School Connectedness Metric: 1) Parent survey 2) Parent participation in school or district meetings	C5: Increase Parent Sense of Safety and School Connectedness	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth	LEA Wide	Numerous parent events held at each school site annually may include, but are not limited to: 1) Back to School Nights 2) Family Learning Night 3) Thrive Parent meetings 4) Parent Project Program Explore the possibility of adding more parent education classes: 1. Community Based Education Tutoring (CBET) 2. Parent English Literacy Classes 3. Parent Involvement for Quality Education (PIQE)	Continue current practice and re-evaluate at the end of the year Survey parents Evaluate results of surveys Develop an action plan to address school connectedness and what other parent education information parents would like	Continue current practice and re-evaluate at the end of the year Survey parents Evaluate results of surveys Develop an action plan to address school connectedness and what other parent education information parents would like	Continue current practice and re-evaluate at the end of the year Survey parents Evaluate results of surveys Develop an action plan to address school connectedness and what other parent education information parents would like	**State Priority Area #6** **School Climate** **Parents Sense of Safety and School Connectedness**
Increase Staff Sense of Safety and School Connectedness Metric: 1) Staff survey 2) Staff participation in school or district committees	**C5:** **Increase Staff Sense of Safety and School Connectedness**	All subgroups: English Learner, RFEP, Low Income, Students with Disabilities, Foster Youth	LEA Wide	Opportunities for staff input via surveys Staff participation in, but are not limited to: 1. Leadership Teams 2. CSEA/SMEEA 3. School or district wide events 4. Curriculum and Instruction Committee 5. Action Teams 6. School site committees	Continue current practice and re-evaluate at the end of the year Survey staff through CHKS module Evaluate results of surveys Develop an action plan to address school connectedness	Increase efforts to improve Staff sense of safety and School Connectedness Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff	Increase efforts to improve Staff sense of safety and School Connectedness Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff	State Priority Area#6 School Climate Staff Sense of Safety and School Connectedness

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities |
	Description of Goal	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Provided CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff	Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff			

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 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	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A1: 100% of all teachers are appropriately credentialed and assigned	**State Priority #1** Credentialed Teachers	• Teacher assignment • Hiring fully credentialed teachers. • Hiring fully credentialed teachers with CLAD and/ or BCLAD. • Substitute teacher pool of credentialed teacher to hire when needed • Advertise on EdJoin to attract more teachers • Annual review of credentials • Teacher Induction Program	LEA wide		Human resources reviews all teacher assignments at the beginning of the school year Continue past practices Continue the Teacher Induction Program and provide mentors for new teachers Continue to evaluate current practices Unrestricted General Fund $6,000 Locally Restricted General Fund $75,000	Complete alignment of Human Resources recruiting practices to insure candidates reflect demographics of the district Continue the Teacher Induction Program and provide mentors for new teachers Continue current practice Unrestricted General Fund $6,000 Locally Restricted General Fund $75,000	Complete alignment of Human Resources recruiting practices to insure candidates reflect demographics of the district Continue the Teacher Induction Program and provide mentors for new teachers Continue current practice Unrestricted General Fund $6,000 Locally Restricted General Fund $75,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School Facilities are maintained in good repair Annual facilities inspection tool (FIT) County Office of Education Williams Act Review	**A3: The district will conduct an assessment of facility needs to determine if additional staff is required to maintain appropriate conditions of learning**	Create a plan based on an assessment of needs for: • deferred maintenance work • maintenance staffing • custodial staffing • routine maintenance Correct any findings for ratings less than "good"	All		Review plan and adjust as needed Consider investing in additional services as needed to address the conditions of both existing and new school sites. This may include but is not limited to: • custodians • lead custodian • plumber • grounds workers • maintenance workers Budget Routine Restricted Maintenance at a minimum of 3% of General Fund Expenditures Budget Deferred Maintenance Investment at .5% of General Fund Expenditures Unrestricted General Fund $4,668,000 Supplemental & Concentration Grant Estimated Expenditures in Goal A1: $810,348	Review plan and adjust as needed Consider investing in additional services as needed to address the conditions of both existing and new school sites. Budget Routine Restricted Maintenance at a minimum of 3% of General Fund Expenditures Budget Deferred Maintenance Investment at .75% of General Fund Expenditures Unrestricted General Fund $5,159,000 Supplemental & Concentration Grant Estimated Expenditures in Goal A1: $956000	Review plan and adjust as needed Consider investing in additional services as needed to address the conditions of both existing and new school sites. Budget Routine Restricted Maintenance at a minimum of 3% of General Fund Expenditures Budget Deferred Maintenance Investment at 1% of General Fund Expenditures Unrestricted General Fund $5,496,000 Supplemental & Concentration Grant Estimated Expenditures in Goal A1: $1,097,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A2: Every student, including English learners, has current textbooks and quality instructional materials, compliant with state standards, to use in the classroom and to take home to complete assignments.	**State priority #1** **Indicator #2** Instructional Materials-Williams Act	Board Public Hearing and Resolution certifying the district has sufficient textbooks and instructional materials that are aligned to the content standards in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the state board: 1. Mathematics 2. Science 3. History-social science 4. English language arts, including the English language development component of an adopted program	LEA-wide		Adopt and purchase new textbooks and instructional materials as new curriculum frameworks are adopted by the state board Unrestricted General Funds $726,000 Restricted Lottery Funds $472,000	Adopt and purchase new textbooks and instructional materials as new curriculum frameworks are adopted by the state board Unrestricted General Funds $726,000 Restricted Lottery Funds $472,000	Adopt and purchase new textbooks and instructional materials as new curriculum frameworks are adopted by the state board Unrestricted General Funds $726,000 Restricted Lottery Funds $472,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A4: All students have access to a broad course of study that includes all of the subject areas.	**State Priority Area 7** The extent to which pupils have access to a broad course of study	Began to explore enhancing the following areas: 1. Family and Computer Science 2. Visual and Performing Arts Standards (Children's Creative Project) 3. Next Generation Science Standards 4. Gifted and Talented Education 5. AVID 6. Social Studies 7. PE Standards 8. StemTech Lab 9. Dual Immersion Task Force *SBCEO Jr. High at Risk Class Review the need for more 1. Additional curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Professional development that includes all subject areas 5. Explore Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the	LEA-wide		Continue current practice adding one or more courses to broaden course of study as appropriate. These include, but are not limited to: 1. Family and Computer Science 2. Visual and Performing Arts Standards (Children's Creative Project) 3. Next Generation Science Standards 4. Gifted and Talented Education 5. AVID 6. Social Studies 7. PE Standards 8. StemTech Lab 9. Dual Immersion Task Force *SBCEO Jr. High at Risk Class Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning Continue the use of Teachers on Special Assignment to: 1. Support all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Support	Continue current practice adding one or more courses to broaden course of study as appropriate. These include, but are not limited to: 1. Family and Computer Science 2. Visual and Performing Arts Standards (Children's Creative Project) 3. Next Generation Science Standards 4. Gifted and Talented Education 5. AVID 6. Social Studies 7. PE Standards 8. StemTech Lab 9. Dual Immersion Task Force *SBCEO Jr. High at Risk Class Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning Continue the use of Teachers on Special Assignment to: 1. Support all teachers in the CCSS 2. Provide staff development	Continue current practice adding one or more courses to broaden course of study as appropriate. These include but are not limited to: 1. Family and Computer Science 2. Visual and Performing Arts Standards (Children's Creative Project) 3. Next Generation Science Standards 4. Gifted and Talented Education 5. AVID 6. Social Studies 7. PE Standards 8. StemTech Lab 9. Dual Immersion Task Force *SBCEO Jr. High at Risk Class Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning Re-evaluate the need to add:: 1. Additional curriculum subs 2. Teachers on Special Assignment 3. Outside specialists 4. Professional

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		transition to CCSS implementation through professional development and on site collaboration Explore structure of how to deliver PD in 2014-2015. Revisit the structure in 2015 and 2016 6 Teachers on Special Assignment have provided: 1. Support to all teachers in the CCSS 2. Staff development 3. Assistance with appropriate placement of students 4. Support to administrators 5. Individual support to teachers 6. Support to leadership teams Special Education PD for SH teachers and School Psychologists in strategies for Behavior Modification and time on task. Provide Preschool: Support for early learning education for students based on Preschool Foundations that support			administrators 5. Provide individual support to teachers 6. Provide support to leadership teams Purchase more musical instruments/replacements for students and sheet music for teachers Purchase more art supplies/ replacements There is a need to hire: 1. Additional curriculum subs 2. Teachers on Special Assignment 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development (continue to explore the phasing this in by grade/content) 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration	3. Assist with appropriate placement of students 4. Support administrators 5. Provide individual support to teachers 6. Provide support to leadership teams Continue to add materials, technology and attend conferences to support the above courses Re-evaluate the need to add:: 1. Additional curriculum subs 2. Teachers on Special Assignment 3. Outside specialists 4. Professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development (continue to explore the phasing this in by grade/content) 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional	development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Continue the use of Teachers on Special Assignment to: 1. Support all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers 6. Provide support to leadership teams Continue to add materials, technology, and attend conferences to support the above courses

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		the common standards			Add materials, technology and attend conferences to support the above courses

Provide release time and/or stipends for each of the following, but are not limited to these:

1) teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2) curriculum development
3) observations/lesson study

Special Education Continued PD for Special Education Teachers in strategies for Behavior Modification and time on task.

Evaluate on an as-needed basis to support each of the above courses

Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards

Supplemental & Concentration Grant Estimated Expenditures in Goal A4: $2,973,000

Common Core State Standards Implementation | development and on site collaboration

Special Education Continued PD for Special Education Teachers in strategies for Behavior Modification and time on task.

Provide release time and/or stipends for each of the following, but are not limited to these:
1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2. curriculum development
3. observations/ lesson study

Evaluate on an as-needed basis to support each of the above courses

Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards

Supplemental & Concentration Grant Estimated Expenditures in Goal A4: $2,913,000 | Special Education Continued PD for Special Education Teachers in strategies for Behavior Modification and time on task.

Provide release time and/or stipends for each of the following, but are not limited to these:
1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2. curriculum development
3. observations/ lesson study

Evaluate on an as-needed basis to support each of the above courses

Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards

Supplemental & Concentration Grant Estimated Expenditures in Goal A4: $2,913,000

General Fund Unrestricted $57,049 |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funds $1,053,000 General Fund Unrestricted $57,049

Lottery Fund $53,596

Title I $526,879

Title II $384,128

Title III $142,759

ASES $3,000

Special Education $106,320 | General Fund Unrestricted $57,049

Lottery Fund $53,596

Title I $526,879

Title II $384,128

Title III $142,759

ASES $3,000

Special Education $106,320 | Lottery Fund $53,596

Title I $526,879

Title II $384,128

Title III $142,759

ASES $3,000

Special Education $106,320 |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A:5 Full implementation of Common Core State Standards English Language Arts and Literacy	State priority Area #2 Implementation of the Academic Standards adopted by the State Board	Continue to implement staff development throughout the year with some of the following, but not limited to them: Elementary 1 full staff development day 4 early release days for professional development in the different text types

PD on Close reading, literary text and informational text

Jr. High 2 early release days Use of technology (chrome books) to support content

Reviewed student's progress from the intensive reading program of INSIDE to moving towards the district ELA Treasures program. There is a need to purchase more of the Treasures program

Special Education 1. PD for Intervention teachers and Resource teachers in the area of Universal design for Learning 2. Resource Teachers, Intervention Teachers, LH | LEA wide | | Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to: 1. An awareness of the ELA/ELD Framework 2. An understanding of the different shifts in ELA and what it looks like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration

Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development

Continue to evaluate student progress from INSIDE to utilizing the district adopted ELA program. Purchase more ELA materials as needed.

* Begin to develop a plan on how the implementation of | Continue: Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to: 1. Continued learning of the ELA/ELD Framework 2. Continued understanding of the different shifts in ELA and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration

Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development

All teachers will continue to study the new ELA/ELD standards and will begin modifying lessons to include partial transition to the new | Continue with a deeper understanding in each of the areas of professional development that will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to:

1. Better understanding of the ELA/ELD Framework 2. Better understanding of the different shifts in ELA and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration

Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development

All teachers will have a |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		teachers attended PD in the area of reading interventions 3. Speech teachers attended Visualizing/Verbalizing 4. 2 early release days for SH teachers to attend training Unique Learning. 1 TOSA assists with Special Ed needs of students 6 Teachers on Special Assignment (TOSA) have provided: 1. Support to all teachers in the CCSS 2. Staff development 3. Assistance with appropriate placement of students 4. Support to administrators 5. Individual support to teachers 6. Support to leadership teams 7. Site specific curriculum mentors Explore structure of how to deliver PD in 2014-2015. Revisit the structure in 2015 and 2016 Review the need for additional:			standards will be initiated, implemented and sustained and to deploy the needed resources to obtain the materials, provide professional learning, and create the instructional and assessments supports needed for successful implementation All teachers will begin to study the new ELA/ELD standards and will begin modifying lessons to include partial transition to the new standards. Provide release time and/or stipends for each of the following, but are not limited to these: 1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2. curriculum development 3. observations/ lesson study Professional Development strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education Continue to have 1 TOSA to assist with Special Ed needs of students Review state availability of	standards. Provide release time and/or stipends for each of the following, but are not limited to these: 1) teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2) curriculum development 3) observations/ lesson study Review state availability of professional development institutes for English Language Arts and Literacy Continue to explore the purchase supplemental materials that are common core state aligned to move us closer towards implementation Professional development of literacy standards in History Social Science and Science. Professional Development strategies for Students with Disabilities in General Education settings will be provided. Increased implementation of CCSS within Special Education and the coordination with	better understanding of the new ELA/ELD standards and will modify lessons to include partial transition to the new standards. Provide release time and/or stipends for each of the following, but are not limited to these: 1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2. curriculum development 3. observations/ lesson study Review state availability of professional development institutes for English Language Arts and Literacy Begin to review materials that will be up for adoption and are CCSS aligned Professional development of literacy standards in History Social Science and Science. Professional Development strategies for Students with Disabilities in General Education settings will be provided. Increased

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialist 4. Professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Begin to have a clear understanding about the stages of implementation. Exploration, installation, initial implementation, full implementation, innovation and sustainability. To provide equal access to resources consider increasing student services by funding: 1. technology clerk services 2. teacher tutors 3. fine arts support 4. and other support specialist as			professional development institutes for English Language Arts and Literacy Begin to explore supplemental materials that are common core state aligned Professional development of literacy standards in History Social Science and Science. Provide release time and/or stipends for each of the following, but are not limited to these: 1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2. curriculum development 3. observations/ lesson study Implement a school wide reading target at each of the site. These may include but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Counts Implement a school wide strategy for reading instruction. This includes but is not limited to: 1. Close Reading 2. Non-fiction text 3. Informational reading Implement a school wide	General Education Teachers. Continue to have 1 TOSA to assists with Special Ed needs of students Provide release time and/or stipends for each of the following, but are not limited to these: 1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2. curriculum development 3. observations/ lesson study Implement a school wide reading target at each of the site. These may include but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Counts Implement a school wide strategy for reading. This includes but are not limited to: 1. Close Reading 2. Non-fiction text 3. Informational reading Implement a school wide writing target which may include, but is not limited	implementation of CCSS within Special Education and the coordination with General Education Teachers. Continue to have 1 TOSA to assists with Special Ed needs of students Provide release time and/or stipends for each of the following, but are not limited to these: 1. teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2. curriculum development 3. observations/ lesson study Implement a school wide reading target at each of the site. These may include but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Counts Implement a school wide strategy for reading. This includes but are not limited to: 1. Close Reading 2. Non-fiction text 3. Informational reading Implement a school wide

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		needed Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards			writing target which may include, but is not limited to: 1. Step Up to Writing 2. Six traits 3. Text Types 4. Writer's Workshop There is a need to hire additional: 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students	to: 1. Step Up to Writing 2. Six traits 3. Text Types 4. Writer's Workshop Continue to integrate technology into additional ELA student experiences Re-evaluate the need to hire additional: 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Continue to provide Teachers on Special Assignment to: 1. Provide support to	writing target which may include, but is not limited to: 1. Step Up to Writing 2. Six traits 3. Text Types 4. Writer's Workshop Continue to integrate technology into additional ELA student experiences Implementation of literacy standards in History Social Science and Science classes Re-evaluate the need to hire additional: 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					4. Provide support to administrators 5. Provide individual support to teachers To provide equal access to resources consider increasing student services by funding: 1. Technology clerk services 2. Teacher tutors 3. Fine arts support 4. Other support specialists as needed Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A5: $2,670,340 Common Core State Standards Implementation Funds $1,053,000 General Fund Unrestricted $57,049 Lottery Fund $53,596 Title I $526,879 Title II $384,128 Title III $142,759	all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A5: $2,670,340 General Fund Unrestricted $57,049 Lottery Fund $53,596 Title I $526,879 Title II $384,128 Title III $142,759 ASES $3,000	Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A5: $2,670,340 General Fund Unrestricted $57,049 Lottery Fund $53,596 Title I $526,879 Title II $384,128 Title III $142,759

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					ASES $3,000

Special Education

$106,320 | Special Education $106,320 | ASES $3,000

Special Education $106,320 |
| **Goal A5: Full implementation of State Board adopted Common Core Standards in Mathematics** | **State Priority Area 2**: Implementation of the Academic Content and Progress Standards adopted by the State Board | Continue to implement staff development throughout the year with some of the following, but not limited to them:

2 Early Release days with CCSS Mathematics Content Focus

Professional Development for Teachers and Administrators by SBCEO content experts:
1. Facts Wise Training
2. Number Talks Training
3. Transformational Math Jr. High Patrick Callahan

Professional Development for Teachers by Higher Institutes Education
1. K - 2 Math
2. 4-8 Math

Math Leadership Team aligned the Engage NY Modules, Georgia Performance Tasks, MARS Tasks to the CCSS in Math

Math Leadership Teams comprised of: teachers, | LEA-wide | | Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning, but are not limited to :
1. Piloting math material
2. Engage NY Modules
3. Georgia Performance Task
4. Learn zillion and other technology integrated programs
5. Smarter Balanced Practice release questions on math
6. Facts Wise
7. Number Talks
8. Math Progressions
9. 8 Mathematical practices
10. Transitioning to the 8 Mathematical practices
11. OARS Inspect CCSS

Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development

Reproduce Engage NY Modules

Purchase a new math | Continue: Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning, but are not limited to:
1. Piloting math material
2. Engage NY Modules
3. Georgia Performance Task
4. Learn zillion and other technology integrated programs
5. Smarter Balanced Practice release questions on math
6. Facts Wise
7. Number Talks
8. Math Progressions
9. 8 Mathematical practices
10. Transitioning to the 8 Mathematical practices
11. OARS Inspect CCSS

Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development | Continue: Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning, but are not limited to:
1. Piloting math material
2. Engage NY Modules
3. Georgia Performance Task
4. Learn zillion and other technology integrated programs
5. Smarter Balanced Practice release questions on math
6. Facts Wise
7. Number Talks
8. Math Progressions
9. 8 Mathematical practices
10. Transitioning to the 8 Mathematical practices
11. OARS Inspect CCSS

Full implementation of CCSS in Math Continue professional development on the recently adopted math program |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		administrators and TOSA's led district wide PD in the area of math

Overview of the Engage NY Modules to TK - 8 teachers

There is a need to reproduce the Engage NY Modules to move us forward in the CCSS for math

The SMBSD BOE approved the use of the Engage NY Modules for the 2014-2015 school year

Consider the purchase of manipulatives for every grade level

6 Teachers on Special Assignment have provided:
1. Support to all teachers in the CCSS
2. Staff development
3. Assistance with placement of students
4. Support to administrators
5. Individual support to teachers
6. Support to leadership teams

Math Curriculum Evaluation Toolkit Training

Mathematics Framework | | | adoption at the end of the year

Purchase manipulatives for each of the grade levels to support common core math standards

Begin technology integration into selected mathematics experiences

Provide release time and/or stipends for each of the following, but are not limited to these:
1. Teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2. Curriculum development
3. Observations/ lesson study

There is a need to hire additional:
1. Curriculum subs
2. Teachers on Special Assignments
3. Outside specialists
4. Trainers to provide more professional development that includes all subject areas
5. Teacher leaders to assist the delivery of professional development
6. Computer lab technicians to all sites
7. Site specific curriculum mentors to support the transition | Purchase manipulatives for each of the grade levels to support common core math standards

Provide release time and/or stipends for each of the following, but are not limited to these:
1. Teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2. Curriculum development
3. Observations/ lesson study

Full transition to 8 Standards of Mathematical Practice as evidenced in mathematics lessons

Technology is integrated effectively into selected mathematics student experiences

Re-evaluate the need to hire additional:

1. Curriculum subs
2. Teachers on Special Assignments
3. Outside specialists
4. Trainers to provide more professional development that includes all subject | Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development

Purchase manipulatives for each of the grade levels to support common core math standards

Provide release time and/or stipends for each of the following, but are not limited to these:
1. Teacher/ staff trainings/ teacher tutors/ classified staff/ASES
2. Curriculum development
3. Observations/ lesson study

Full transition to 8 Standards of Mathematical Practice as evidenced in mathematics lessons

Technology is integrated effectively into selected mathematics student experiences

Re-evaluate the need to hire additional:
1. Curriculum subs
2. Teachers on Special Assignments
3. Outside specialists |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Training ITQ Grant Singapore Math Training Rekenreks Special Education 1. PD for Intervention teachers and Resource teachers in the area of Universal design for Learning 2. 2 early release days for SH teachers to attend training Unique Learning. 3. PD for SH teachers in Mathematics Unique Learning. 1 TOSA assists with Special Ed needs of students Explore structure of how to deliver PD in 2014-2015. Revisit the structure in 2015 and 2016 1. Explore the need to hire additional: 2. Curriculum subs 3. Teachers on Special Assignments 4. Outside specialists 5. Trainers to provide more PD that includes all subject areas 6. Teacher leaders to assist the delivery of professional development 7. Computer lab			to CCSS implementation through professional development and on site collaboration Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Professional Development strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education Continue to have 1 TOSA to assists with Special Ed needs of students Consider the possibility of working closely with Institutions of Higher Education to receive grants to support professional development Provide Preschool: Support for early learning education for students	areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Professional Development strategies for Students with Disabilities in General Education settings will be provided to increase implementation of CCSS within Special Education and the coordination with General Education Teachers	4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Professional Development strategies for Students with Disabilities in General Education settings will be provided to increase

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		technicians to all sites 8. Site specific curriculum mentors to support the transition to CCSS through PD and on site collaboration			based on Preschool Foundations that support the common standards Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal A5: $1,964,360 Common Core State Standards Implementation Funds $1,053,000 Unrestricted General Fund $45,000 Unrestricted Lottery $10,000 Restricted Lottery $1,500,000 Special Education $106,320 Title I $526,879	Continue to have 1 TOSA to assists with Special Ed needs of students Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal A5: $1,964,360 Unrestricted General Fund $45,000 Unrestricted Lottery $10,000 Restricted Lottery $1,500,000 Special Education $106,320 Title I $526,879	implementation of CCSS within Special Education and the coordination with General Education Teachers. Continue to have 1 TOSA to assists with Special Ed needs of students Evaluate annually Provide Preschool support for early learning education for students based on Preschool Foundations that support the common standards Supplemental & Concentration Grant Estimated Expenditures in Goal A5: $1,964,360 Unrestricted General Fund $45,000 Unrestricted Lottery $10,000 Restricted Lottery $1,500,000 Special Education $106,320 Title I $526,879

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal A6: Full implementation of State Board adopted English Language Development Standards	**State Priority Area #2:** Implementation of the Academic Content and Progress Standards adopted by the State Board	Began to explore professional Development for teachers and administrators provided by SBCEO content experts English Language Development Standards on line for input Systematic ELD Lessons on District website Designated time for ELD Begin to have a clear understanding about the stages of implementation: exploration, installation, initial implementation, full implementation, innovation and sustainability. 6 Teachers on Special Assignment have provided: 1. Support to all teachers in the CCSS 2. Staff development 3. Assistance with appropriate placement of students 4. Support to	LEA-wide		PD will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to: 1. An awareness of the ELD Framework 2. An understanding of the different shifts in ELA/ELD and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Integration of the strands of reading, writing, speaking, and listening, and language in all curricular areas 10. Designated ELD 11. Student Collaboration 12. Academic language and language awareness Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development	PD will be provided by the District, County, CDE and other outside agencies. These include webinars and technology-based learning on, but are not limited to: 1. An awareness of the ELD Framework 2. An understanding of the different shifts in ELA/ELD and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Integration of the strands of reading, writing, speaking, and listening, and language in all curricular areas 10. Designated ELD 11. Student Collaboration 12. Academic language and language awareness Preferably continue to use teacher leaders,	All teachers will have a strong knowledge of the new ELD standards and will begin modifying lessons to include substantial transition to the new standards, but are not limited to: 1. An awareness of the ELD Framework 2. An understanding of the different shifts in ELA/ELD and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Integration of the strands of reading, writing, speaking, and listening, and language in all curricular areas 10. Designated ELD 11. Student Collaboration 12. Academic language and language awareness Preferably continue to use teacher leaders,

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		administrators 5. Individual support to teachers 6. Support to leadership teams Special Education 1. PD for Intervention teachers and Resource teachers in the area of Universal design for Learning 2. Resource Teachers, Intervention Teachers, LH teachers attended PD in the area of Project Read 3. Speech teachers attended Visualizing/Verbalizing increasing English vocabulary 4. 2 early release days for SH teachers to attend training Unique Learning 1 TOSA assists with Special Ed needs of students Explore structure of how to deliver PD in 2014-2015. Revisit the structure in 2015 and 2016 Explore the need to hire additional: 1. Curriculum subs 2. Teachers on Special Assignments			Create a cadre of teachers to explore in depth the ELD standards Utilize the District ELD Action Team to lead the learning with the ELD Master Plan PLAN * Begin to develop a plan on how the implementation of standards will be initiated, implemented and sustained and to deploy the needed resources to obtain the materials, provide professional learning, and create the instructional and assessment supports needed for successful implementation. Teachers will begin to have an understanding of how the ELD standards should be viewed as an essential component of successful implementation of the ELA/Literacy standards. District wide: Designated time for ELD Provide release time and/or stipends for each of the following, but are not limited to these: 1) teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2) curriculum development	administrators and TOSA teams to deliver professional development Expand the cadre of teachers to explore in depth the ELD standards Review plan from Year 1 District wide: Designated time for ELD Technology is integrated effectively into selected language experiences All teachers will continue their understanding of how the ELD standards should be viewed as an essential component of successful implementation of the ELA/Literacy standards. Provide release time and/or stipends for each of the following, but are not limited to these: 1) teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2) curriculum development 3) observations/ lesson study Re-evaluate the need to hire additional: 1. Curriculum subs	administrators and TOSA teams to deliver professional development Continue to expand the cadre of teachers to explore in depth the ELD standards Review plan from Year 2 findings District wide: Designated time for ELD All teachers will continue their understanding of how the ELD standards should be viewed as an essential component of successful implementation of the ELA/Literacy standards. Technology is integrated effectively into selected language experiences Provide release time and/or stipends for each of the following, but are not limited to these: 1) teacher/ staff trainings/ teacher tutors/ classified staff/ASES 2) curriculum development 3) observations/ lesson study Re-evaluate the need to

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration			3) observations/ lesson study There is a need to hire additional: 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of PD 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through PD and on site collaboration PD strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education 1 TOSA assists with Special Ed students Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff	2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Professional Development strategies for Students with Disabilities in General Education settings will be provided to increase implementation of CCSS within Special Education and the coordination with General Education Teachers 1 TOSA assists with Special Ed students Continue to provide Teachers on Special Assignment to: 1. Provide support to	hire additional: 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration Professional Development strategies for Students with Disabilities in General Education settings will be provided to increase implementation of CCSS within Special Education and the coordination with General Education Teachers 1 TOSA assists with Special Ed needs of students Continue to provide

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Begin technology integration into selected language experiences To provide equal access to resources consider increasing student services by funding: 1. Technology services 2. Teacher tutors 3. Fine arts support 4. Other support specialist as needed Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A6:: $2,522,340 Title I $159,354 Special Education $106,320	all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Continue technology integration into selected language experiences To provide equal access to resources consider increasing student services by funding: 1. Technology services 2. Teacher tutors 3. Fine arts support 4. Other support specialist as needed Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A6:: $2,522,340 Title I $159,354 Special Education $106,320	Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers Continue technology integration into selected areas of study Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in A6:: $2,522,340 Title I $159,354 Special Education $106,320
Goal B1: Students improve statewide	**State Priority Area #4:**	Utilized baseline data for students using district benchmarks for ELA and/or Math.	LEA- wide		Continue to utilize baseline data for students using district benchmarks for ELA and/or Math.	Begin to use state interim assessments to guide instruction towards proficiency on new SBA	Use state interim assessments to guide instruction towards proficiency on new SBA

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
proficiency All Students Black or African American Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White Socioeconomically Disadvantaged English Learners Students with Disabilities Redesignated Foster Youth	Pupil Achievement Indicator A	Individual school-wide assessments may be used, but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments All parents were informed on the academic and behavior progress of their children Most teachers have used grade level(s) standards and new Common Core State Standards in their teaching Informed teachers on how students can prepare for Smarter Balanced Testing Informed parents how students can prepare for Smarter Balanced Testing There is a District wide Intervention Process to support students at risk There is a need to provide increased student services by funding for			Individual school-wide assessments may be used, but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments All parents will continue to be informed on the academic and behavior progress of their children All teachers will implement the use the Math CCSS and begin exploring the ELA/ELD CCSS in their teaching Students to show improvement on curriculum benchmarks and formative assessments provided by sites in ELA or Math To support students at risk there is a need to hire an additional; 1. psychologist 2. speech pathologist	Individual school-wide assessments may be used, but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments All parents will continue to be informed on the academic and behavior progress of their children All teachers will implement the use the Math CCSS and begin exploring and experimenting with the ELA/ELD CCSS in their teaching Students to show improvement on curriculum benchmarks and formative assessments provided by sites in ELA or Math Continue to review Common Core Aligned assessments	As needed: Individual school-wide assessments may be used such as, but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments All parents will continue to be informed on the academic and behavior progress of their children All teachers will implement the use the Math CCSS and begin initial implementation of the ELA/ELD CCSS in their teaching Students to show improvement on curriculum benchmarks and formative assessments provided by sites in ELA or Math Continue to review Common Core Aligned

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		additional: 1. psychologist 2. speech pathologist 3. psychologist intern 4. behavior support specialist 5. health aides 6. nurses Currently there is an Intervention Teacher or Student Dean at every site to support the Intervention process and students at risk. Parents were provided information about Common Core Standards and Smarter Balanced Testing. Including websites they could use to assist their children Teachers were provided opportunities to learn about the way to use the released items from SBAC to help prepare students Teachers utilized the released items from Smarter Balanced that focus on both Math and Language Arts Used the MARS Task and Georgia Performance Tasks to practice the use of performance tasks. Some teachers trained in incorporating Depth and Complexity into the new Common Core State			3. psychologist intern 4. behavior support specialist 5. health aides 6. nurses Add state interim assessments to guide instruction towards proficiency on new SBA Continue to have an Intervention Teacher or Student Dean at every site to support the Intervention process and students at risk. Review Common Core Aligned assessments Review and replace assessments and protocols used in identifying students with exceptional needs with Common Core aligned assessments Continue to build district wide intervention process by identifying a Universal Screening Tool at each school Analyze and review site level, grade level and individual student results Some teachers will continue learning about incorporating Depth and Complexity into the new Common Core State Standards, according to	Review and replace assessments and protocols used in identifying students with exceptional needs with Common Core aligned assessments Begin to use the district wide intervention process by identifying a Universal Screening Tool at each school Analyze and review site level, grade level and individual student results Some teachers will continue learning about incorporating Depth and Complexity into the new Common Core State Standards, according to the document *Differentiating the Common Core State Standards for Gifted Students*, linked on the CDE website Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal B1: $711,092 Title I $741,500	assessments Review and replace assessments and protocols used in identifying students with exceptional needs with Common Core aligned assessments Use the district wide intervention process by identifying a Universal Screening Tool at each school Analyze and review site level, grade level and individual student results Some teachers will continue learning about incorporating Depth and Complexity into the new Common Core State Standards, according to the document *Differentiating the Common Core State Standards for Gifted Students*, linked on the CDE website Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal B1: $711,092 Title I $741,500 Title II $112,655

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Standards

Purchased Chromebooks and Chromebook carts to help support the SBAC field tests.

Testing administrators were provided training on the use of chromebooks to site teachers.

Purchased electronic devices such as: (iPads, Laptops, Desktop Computers), and instructional software to provide students with individualized computer-based instruction and targeted intervention in ELA and mathematics.

Began to explore: School wide implementation of Common Core Standards and research-based RtI model to provide unduplicated pupils with additional instructional support, interventions and differentiated instruction in ELA, ELD and math at each school. | | | the document *Differentiating the Common Core State Standards for Gifted Students*, linked on the CDE website Evaluate annually

Supplemental & Concentration Grant Estimated Expenditures in Goal B1: $711,092

Title I $741,500 Title II $112,655 Title III $388,034 Education Protection Account $271,957 Unrestricted General Fund $135,650 | Title II $112,655 Title III $388,034 Education Protection Account $271,957 Unrestricted General Fund $135,650 | Title III $388,034 Education Protection Account $271,957 Unrestricted General Fund $135,650 |
| **Goal B2: Improve API towards state designated target**

All Students Black or African American Asian Filipino Hispanic or Latino | **State Priority #4:**

Pupil Achievement | Utilized baseline data for students using district benchmarks for ELA and/or Math.

Individual school-wide assessments are used such as, but are not limited to the following: 1. Running records 2. DIBELS | LEA- wide | | Continue to utilize baseline data for students using district benchmarks for ELA and/or Math.

Continue to have individual school-wide assessments are used such as, but are not limited to the following: 1. Running records | Continue to use a team to review assessments aligned to Common Core Standards and Smarter Balanced Testing

Pilot the use of different types of assessments that will help inform instruction that is CCSS aligned | State developed interim assessments will be used to inform instruction including remediation and acceleration

Utilize the CCSS to guide instruction

Utilize Research-based |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Native Hawaiian or Pacific Islander White Socioeconomically Disadvantaged English Learners Students with Disabilities Redesignated Foster Youth		3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments All parents were informed on the academic and behavior progress of their children All teachers have used grade levels standards and new common core state standards in their teaching Informed teachers on how students can prepare for Smarter Balanced Testing Informed parents how students can prepare for Smarter Balanced Testing District wide Intervention Process to support students at risk Currently there is an Intervention Teacher or Student Dean at every site to support the Intervention process and students at risk.			2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments Begin to review different types of assessments that will help inform instruction that is CCSS aligned Inform parents how students are performing on school wide assessments Utilize the standards to guide instruction Utilize Research-based Best Practices for Instruction Establish a team to review assessments aligned to Common Core Standards and Smarter Balanced Testing Utilize practice tests from Smarter Balanced in both Math and Language Arts	Interim assessments will be used to inform instruction including remediation and acceleration Utilize the CCSS to guide instruction Utilize Research-based Best Practices for Instruction Inform parents how students performed on Smarter Balanced Testing API components published, analyzed and reflected in instructional practice overall and by subgroup Baseline API obtained for review, instructional practice modified based on results Provide teachers on-going opportunities to receive differentiated technology training Further develop technology mentor team to become leads in sustainable professional development	Best Practices for Instruction Inform parents how students perform on Smarter Balanced Testing API results compared to baseline, instructional practice modified based on results and by subgroup API components published, analyzed and reflected in instructional practice overall and by subgroup Baseline API obtained for review, instructional practice modified based on results Provide teachers on-going opportunities to receive differentiated technology training Further develop technology mentor team to become leads in sustainable professional development Deliver differentiated menu of training opportunities highlighting integration of technology Continue to highlight

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Parents were provided information about Common Core Standards and Smarter Balanced Testing. Parents were also informed of websites they could use to assist their children

Teachers were provided opportunities to learn about the way to use the Released items from SBAC to help prepare students

Utilized the released items from Smarter Balanced that focus on both Math and Language Arts

Used the MARS Task and Georgia Performance Tasks to practice the use of performance tasks.

Purchased Chrome books and Chrome book carts to help support the field tests from SBAC

Testing administrators were provided training on the use of chrome books to train teachers on their sites | | | Hire an additional Information Technician to help support integration of technology into the district

Provide all teachers a single day of professional development focused on integrating Google Apps in the Classroom.

Provide "boot camp" training opportunity for technology mentors.

Create differentiated menu of training opportunities highlighting integration of technology for common core.

Identify best online resources for CCSS.

Adopt or create a Digital Literacy Matrix

Increase student and teacher awareness of digital citizenship

Increase administrator awareness of digital citizenship

Continue to purchase and deploy chrome books , chrome books carts and iPads | Deliver differentiated menu of training opportunities highlighting integration of technology

Highlight best online resources for CCSS on SMBSD website.

Identify and/or develop lessons based on Digital Literacy matrix.

Increase parent awareness of Digital Citizenship

Purchase additional chrome books and iPads as necessary

Continue to increase student and teacher awareness of digital citizenship

Continue to increase staff awareness of digital citizenship

Direct allocation to schools using $2,000,000 in supplemental & concentration grants

Evaluate progress annually

Supplemental & Concentration Grant | best online resources for CCSS on SMBSD website.

Continue to identify and/or develop lessons based on Digital Literacy matrix.
Continue to increase parent awareness of Digital Citizenship

As needed: Purchase additional chrome books and iPads as necessary

Continue to Increase student and teacher awareness of digital citizenship

Further Increase administrator awareness of digital citizenship

Direct allocation to schools using $2,000,000 in supplemental & concentration grants

Evaluate progress annually

Supplemental & Concentration Grant Estimated Expenditures in Goal B2: $65,000 |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Cadre of teachers received 2 day training on integrating Google Apps into the classroom

Purchased electronic devices (2, 000 Chrome books and 56 chrome book carts)

With the increase of technology in the district, there is a need to hire an additional Information Technician

Purchased electronic devices such as: (iPads, Laptops, Desktop Computers), and instructional software to provide students with individualized computer-based instruction and targeted intervention in ELA and mathematics.

Began to explore: School wide implementation of Common Core Standards and research-based RtI model to provide unduplicated pupils with additional instructional support, interventions and differentiated instruction in ELA, ELD and math at each school. | | | Direct allocation to schools using $2,000,000 in supplemental & concentration grants

Evaluate progress annually

Supplemental & Concentration Grant Estimated Expenditures in Goal B2: $65,000

$250,000 | Estimated Expenditures in Goal B2: $65,000 $250,000 | $250,000 |
| **Goal B8: All Students and Student Subgroups are performing in** | **State Priority # 8**

Other Pupil | Implemented a high-quality, comprehensive and developmentally appropriate physical | School-wide | | School sites will continue to implement a high quality PE program. | School sites will continue to implement a high quality PE program.

Continue to provide | Continue to provide healthy nutrition to students and promote healthy eating. |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Healthy Fitness Zone (HFZ)	Outcomes	education programs to promote students' physical health, mental health, and overall well-being. Provide healthy nutrition to students and promote healthy eating. Purchased additional PE equipment and hire additional instructional staff to increase services for unduplicated pupils at each school.			Continue to provide healthy nutrition to students and promote healthy eating. School sites will purchase additional PE equipment and hire additional instructional staff to increase services for unduplicated pupils at each school on an as needed basis. $200,000 in supplemental and concentration grants allocated to schools. Evaluate plan annually	healthy nutrition to students and promote healthy eating. School sites will purchase additional PE equipment and hire additional instructional staff to increase services for unduplicated pupils at each school on an as needed basis. Begin to explore a Wellness Program to promote a healthy lifestyle. $200,000 in supplemental and concentration grants allocated to schools. Evaluate plan annually	School sites will purchase additional PE equipment and hire additional instructional staff to increase services for unduplicated pupils at each school on an as needed basis. $200,000 in supplemental and concentration grants allocated to schools. Evaluate plan annually
Goal B7: Pupil outcomes for Visual and Performing Arts %	**State Priority Area #8**	Explore the possibilities of increasing student participation in the visual and performing arts Explore the possibility of adding more music directors on an as-needed basis Provided band, theatre and choir at some school sites.	School wide		Develop a Visual and Performing Arts Plan utilizing newly adopted or updated frameworks to guide the plan Purchase more instruments/sheet music Consider hiring more music directors Hire outside specialist to assist (i.e., Children's Creative	Implement the visual and performing arts plan Hire outside specialist to assist on an as needed basis Evaluate plan annually Supplemental & Concentration Grant Estimated Expenditures in Goal B8: $767,640	Implement the visual and performing arts plan Hire outside specialist to assist on an as needed basis Evaluate plan annually Supplemental & Concentration Grant Estimated Expenditures in Goal B8: $767,640

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Project) Purchase more art supplies to support the plan Evaluate plan annually Supplemental & Concentration Grant Estimated Expenditures in Goal B8: $827,640		
Goal C1: Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at the district level	**State Priority Area #3** Parent Involvement Efforts to seek parent input in making decisions for the school district	Outreach to parents through various committees: 1. District Advisory Committee 2. District English Learner Advisory Committee 3. Migrant Parent Advisory Committee 4. PAGE 5. Thrive Focus Group Meetings 6. Foster Parent Meeting 7. Preschool Parent Meetings 8. Special Ed parent meetings, etc. Explore the possibility of adding a "Super Committee." This committee would inform other committees of district or site happenings Outreach to parents via: 1. District website 2. Flyers 3. Newsletters	LEA wide		Continue current practice, add parent trainings on instructional strategies, including use of technology Quantify efforts to obtain parent input in making decisions for the school district and responses Explore opportunities to showcase what is happening in our school district, instructional strategies. Add video snapshots Add a "Super Committee." This committee would inform other committees of district or site happenings Continue to purchase the Connect Ed Automated Phone Call System to provide parents with timely information in their home language.	Continue prior practice using baseline data from Year 1, increase efforts to obtain parent input in district decision making Continue to purchase the Connect Ed Automated Phone Call System to provide parents with timely information in their home language. Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language.	Continue prior practice using baseline data from Year 2, increase efforts to obtain parent input in district decision making Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. Connect ed 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4. Letters 5. Phone calls 6. Parent meeting 7. Board meeting agendas, minutes, sign-ins. 8. Back to School Night 9. Open House 10. Literacy nights 11. District wide parent meetings 12. Other Parent Meetings.. 13. District wide Parent Education Programs 14. Parent Institute for Quality Education in English and Spanish 15. English as a Second Language Programs 16. Family Literacy Conferences 17. State Parent Conference 18. National Migrant Conference 19. District wide Parent Orientation Meetings to encourage participation in district and school committees Parent information meetings held on Common Core and LCFF/LCAP LCAP Survey online and sent out to parents Translators and Interpreters are provided at school district meetings to relay			Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language. Increase bilingual staff and translators /interpreters to promote parent-school-district-community partnerships. Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C1: $60,000 Unrestricted General Fund $50,000	Increase staff and translators/ interpreters to promote parent-school-district-community partnerships. Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C1: $60,000 Unrestricted General Fund $50,000	Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C1: $60,000 Unrestricted General Fund $50,000

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		information to parents in their primary language Provide district wide parent orientation meeting to promote parent participation in decision making at the district and school level. We hire bilingual staff and translators to promote parent-school-district-community partnerships. Connect Ed Automated Phone Call System is utilized to provide parents with timely information in their home language. Implement an electronic communication system to outreach parents in their primary language via text messaging, emails, and social media.					
Goal C2: Increase outreach via electronic means and meeting formats to promote parent participation in decision making at school	**State Priority #3** Parent Involvement Efforts to seek parent input in making decisions for the school district	1. Monthly meetings with School Site Council 2. English Learner Advisory Committee 3. Parent Teacher Club 4. School Leadership Team 5. Other school committees 6. Home visits 7. Back to School Night 8. Family Nights 9. Open House 10. Parent information meetings 11. Parent conferences	School wide		Continue current practice Add: 1. Parent trainings 2. Share instructional strategies 3. Include use of technology training for parents Quantify efforts to obtain parent input in making decisions at school and responses Hire Community Liaisons and translators to promote	Continue prior practice using baseline data from Year 1, increase efforts to obtain parent input in school site decision making Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters	Continue prior practice using baseline data from Year 2, increase efforts to obtain parent input in school site decision making Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		held three times per year 12. Fairlawn and Bruce community Building 13. Thrive 14. Parent Education Events Outreach to parents via Connect Ed automated calls in the parent's primary language . Translators and Interpreters are provided at school site meetings to relay information to parents in their primary language Utilize Connect Ed Automated Phone Call System to provide parents with timely information in their home language.			parent-school-community partnerships. Explore opportunities to showcase what is happening in our school district, instructional strategies. Add video snapshots. Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language. Consider students sending out some messages. Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C2:: $60,000 Unrestricted General Fund $50,000	Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language. Consider students sending out some messages. Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C2:: $60,000 Unrestricted General Fund $50,000	Continue Connect-Ed invitations to parents for all parent meetings in the parent's primary language. Consider students sending out some messages. Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C2:: $60,000 Unrestricted General Fund $50,000
Goal C4: Increase student attendance rates **Decrease**	**State Priority Area #5** Pupil engagement	Hire additional behavioral and health support staff to promote student engagement and increase student attendance at each school:	**LEA wide**		Truancy letters mailed to habitual truants Site level incentives and rewards for perfect	Continue prior practice using baseline data from Year 1, increase efforts to increase student attendance rates.	Continue prior practice using baseline data from Year 2, increase efforts to increase student attendance rates

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
absenteeism rates	School attendance rates

Chronic Absenteeism rates | Truancy Mentors

Outreach Consultants

SMBSD Participate in SARB Meetings

Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings

Daily report to sites about their site and district daily attendance | | | attendance.

Truancy Mentors assigned to habitually truant students.

During parent meetings stress importance of attendance.

Review attendance procedures with staff

Compulsory Attendance rules noted in Annual Notification to Parents/Guardians

Outreach Consultants to work with all elementary schools.

Truancy Mentors to work with all junior high schools.

SMBSD Participate in SARB Meetings

Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings

Provide incentives for student attendance

Evaluate annually | Evaluate annually

Supplemental & Concentration Grant Estimated Expenditures in Goal C4:: $1,207,052

Unrestricted General Fund $1,050,000 | Evaluate annually

Supplemental & Concentration Grant Estimated Expenditures in Goal C4:: $1,207,052

Unrestricted General Fund $1,050,000 |

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental & Concentration Grant Estimated Expenditures in Goal C4:: $1,207,052 Unrestricted General Fund $1,050,000		
Goal C5: Decrease Pupil Suspension Rates	**State Priority #6** School Climate Pupil Suspension Rates	Hire additional behavioral support staff to improve school climate and student behavior at each school: Truancy Mentors Outreach Consultants (ORCS)	LEA Wide		School counselors available to meet with Jr. High students Junior High Respect Days Safety Plans for all schools Outreach Consultants to work with all elementary schools. Respect Days to be implemented at Junior High Schools Enrichment / Extracurricular activities to be implemented at all sites Anti-Bullying curriculum to be implemented at all sites .Evaluate annually	Continue prior practice using baseline data from Year 1, increase efforts to decrease pupil suspension rates Evaluate annually	Continue prior practice using baseline data from Year 2, increase efforts to decrease pupil suspension rates Evaluate annually
Goal C5: Decrease Pupil Expulsion Rates	**State Priority #6** School Climate	Hire additional behavioral support staff to improve school climate and student behavior from:	LEA Wide		Outreach Consultants to work with all elementary schools.	Continue prior practice using baseline data from Year 1, increase efforts to decrease pupil expulsion rates	Continue prior practice using baseline data from Year 2, increase efforts to decrease pupil expulsion rates

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Indicator Pupil Expulsion Rates	Truancy Mentors Outreach Consultants			Respect Days to be implemented at Junior High Schools Enrichment / Extracurricular activities to be implemented at all sites Anti-Bullying curriculum to be implemented at all sites Evaluate annually	Evaluate annually	Evaluate annually
Goal C5: Increase Student's sense of safety and School connectedness	**State Priority #6** School Climate Pupil sense of safety and school connectedness	California Healthy Kids Survey conducted for grade 5 and 7. Based on our growing student population a need has been identified to increase services for: 1. Outreach consultants 2. Resource officers 3. Student supervision 4. Assistant Principal 5. Human Resources Clerk Full Time Individual district and school site events may include, but are not limited to: 1. Movie nights 2. Carnivals 3. BBQ's 4. Academic recognition 5. Attendance awards 6. Band 7. Theatre 8. Math Superbowl 9. Battle of the Books 10. Track Meet 11. Destination Imagination	LEA Wide		Due to our growing enrollment there is a need to increase services for students by adding an: 1. Outreach consultants 2. Resource officers 3. Student supervision 4. Assistant Principal 5. Human Resources Clerk Full Time Continue individual and school site events may include, but are not limited to: 1. Movie nights 2. Carnivals 3. BBQ's 4. Academic recognition 5. Attendance awards 6. Band 7. Theatre 8. Math Superbowl 9. Battle of the Books 10. Track Meet 11. Destination Imagination 12. Athletics 13. Extracurricular programs 14. Anti-bullying Curriculum (professional	Continue prior practice using baseline data from Year 1, increase efforts to increase students' sense of safety and school connectedness Continued support for capacity building and social skills training to Special Education Staff and General Education Teachers Evaluate annually	Continue prior practice using baseline data from Year 2, increase efforts to increase students' sense of safety and school connectedness Continued support for capacity building and social skills training to Special Education Staff and General Education Teachers Evaluate annually

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		12. Athletics 13. Extracurricular programs 14. Anti-bullying Curriculum (professional development needed) Provided capacity building and social skills training to Special Education Staff			development needed) Respect Days to be implemented at Junior High Schools Provide capacity building and social skills training to Special and General Education Staff and Teachers Evaluate annually		
Goal C5: Increase Parent's Sense of Safety and School Connectedness	State Priority Area #6 School Climate Parents Sense of Safety and School Connectedness	Numerous parent events held at each school site annually may include, but are not limited to: 1. Back to School Nights 2. Family learning nights 3. Thrive Parent meetings 4. Parent Project Program Explore the possibility of adding more parent education classes: 1. Community Based Education Tutoring (CBET) 2. Parent English Literacy Classes 3. Parent Involvement for Quality Education (PIQE)	LEA Wide		Continue current practice and re-evaluate at the end of the year Numerous parent events held at each school site annually may include, but are not limited to: 1. Back to School Nights 2. Family learning nights 3. Thrive Parent meetings 4. Parent Project Program Consider adding more parent education classes: 1. Community Based Education Tutoring (CBET) 2. Parent English Literacy Classes 3. Parent Involvement for Quality Education (PIQE) Survey parents Evaluate results of surveys	Continued evaluation of the implementation of the action plan Evaluate the need for adding more parent education classes: 1. Community Based Education Tutoring (CBET) 2. Parent English Literacy Classes 3. Parent Involvement for Quality Education (PIQE) Evaluate annually	Continued evaluation of the implementation of the action plan Evaluation of programs will determine changes in funding for specific programs Evaluate annually

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Develop an action plan to address school connectedness and what other parent education information parents would like Evaluate annually		
Goal C5: Increase Staff Sense of Safety and School Connectedness	**State Priority Area#6 School Climate** **Staff Sense of Safety and School Connectedness**	**Opportunities for staff input via surveys** Staff participation in, but are not limited to: 1. Leadership Teams 2. CSEA/SMEEA 3. School or district wide events 4. Curriculum and Instruction Committee 5. Action Teams 6. School site committees Provided CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff	LEA Wide		Continue current practice and re-evaluate at the end of the year Survey staff through CHKS module Evaluate results of surveys Develop an action plan to address school connectedness Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C5: $1,863,469	Increase efforts to improve Staff sense of safety and School Connectedness Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C5: $1,863,469	Increase efforts to improve Staff sense of safety and School Connectedness Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff Evaluate annually Supplemental & Concentration Grant Estimated Expenditures in Goal C5: $1,863,469

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	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal C3: Increase parental participation in programs for unduplicated pupils	**State Priority Area #3** Promote parental participation in programs for unduplicated pupils	For Low Income Pupils: Includes all actions and services listed in 3A Provide District-wide Outreach activities and Parent Education Programs at each school site: These may include, but are not limited to: 1. Parent Project Classes 2. School Site and Community Site Parent Education Classes 3. PIQE 4. Monthly First Five/Thrive Community Building Meetings 5. Annual Migrant Family Literacy Conference 6. State Migrant Parent Conference 7. National Migrant Conference 8. Parent Leadership Program	**LEA wide**		A series of parent education programs are implemented by the district every year. District wide Outreach Activities are conducted on a regular basis such as Community Building Meetings, Pantry, Health Fairs, etc Training for administrators in Parent Ed. Opportunities Parent Ed. Consortium Meetings Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds	Continue prior practice and use feedback to adjust as needed Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds	Continue prior practice and use feedback to adjust as needed Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal B3: Increase progress towards English Language Proficiency for English Learners	**State Priority #4** Pupil Achievement Indicator D	For English Learners: Includes all actions and services listed in 3A Professional development on the Systematic ELD approach was provided to 75% of the teachers by a Teacher Team that was trained by EL Achieve, including the following topics: 1.　Systematic ELD Instruction 2.　Features of Language Instruction: functions, forms and fluency 3.　Levels of English Proficiency 4.　Express Placement Assessment 5.　Planning for ELD Instruction 6.　Instructional Routines 7.　Function tools for each proficiency level 8.　ELD Matrix of Grammatical Forms District implemented time for leveled ELD instruction 30 minutes daily. Some schools provide intensive and	LEA-wide		Continue to explore professional development on research based instructional strategies for English learners with teachers. PD will be provided to teachers and mentors by ELD experts or lead learners. These professional development activities will include presentations, webinars and technology based learning on, but are not limited to: 1.　English language acquisition 2.　Academic support for English Language Learners 3.　Constructivist Learning 4.　Cooperative Learning 5.　Oral language development 6.　Phonological Processing 7.　Tiered System for Vocabulary Instruction 8.　Conversational and Academic Language Development 9.　Scaffolding 10.　Schema building and Mental Framework development 11.　Met cognition 12.　Modeling 13.　Contextualizing	Continue providing professional development by ELD experts or lead learners on research-based instructional strategies for teachers and mentors. Teachers will begin to have an understanding of research-based strategies for English Language Learners and will begin implementing these effective practices in their classrooms to support language acquisition and academic progress of English learners, including but are not limited to: 1.　English language acquisition 2.　Academic support for English Language Learners 3.　Constructivist Learning 4.　Cooperative Learning 5.　Oral language development 6.　Phonological Processing 7.　Tiered System for Vocabulary Instruction 8.　Conversational and Academic Language Development 9.　Scaffolding 10.　Schema building and Mental Framework	Continue providing professional development by ELD experts or lead learners on research-based instructional strategies for teachers and mentors. Teacher will expand their knowledge base on research-based strategies for English Language Learners and will continue implementing these effective practices in their classrooms to support the language acquisition and academic progress of English language learners, including but are not limited to: 1.　English language acquisition 2.　Academic support for English Language Learners 3.　Constructivist Learning 4.　Cooperative Learning 5.　Oral language development 6.　Phonological Processing 7.　Tiered System for Vocabulary Instruction 8.　Conversational and Academic Language Development 9.　Scaffolding 10.　Schema building and Mental

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		strategic ELD intervention programs for English Learners who are not making adequate progress in learning English.

Purchased Imagine Learning English (ILE) software and other ELD/ESL programs to provide additional ELD support to newcomer students during the school day.

All schools hired additional teacher tutors, Limited Assignment Teachers, bilingual paraprofessionals, and support staff to provide small group instruction for English learners during the school day. Some schools have hired limited assignment teachers.

All schools provided after school programs for English Learners and Newcomer students who needed additional support in ELD and ELA outside of the school day (e.g., Extended Day, After School, Saturday School, Summer School, and Winter Intersession). | | | 14. Reframing information

Utilize site specific curriculum mentors at each of the sites to support the dissemination of research-based strategies through professional development and on site collaboration. Stipends will be provided to support this work.

ELD instruction will be provided at each school site.

ELD Interventions for newcomers will be provided at each school site.

Annual Imagine Learning Education (ILE) Site Licenses will be purchased for schools with high number of English learners and newcomers (10% of schools).

Additional Teacher Tutors, LATs, bilingual instructional assistants, and instructional support staff will be hired to regroup students for daily ELD instruction and ELD/ELA interventions.

Additional after school | development
11. Metacognition
12. Modeling
13. Contextualizing
14. Reframing information

Utilize site specific curriculum mentors at each of the sites to support the dissemination and implementation of research-based strategies through professional development and on site collaboration. Stipends will be provided to support this work.

ELD instruction is provided on a daily basis at each school site.

ELD Interventions for newcomers and English learners who are not making adequate annual progress are provided in most school sites.

Annual ILE Site Licenses are expanded at schools with high number of English learners and newcomers (20% of schools) .
Additional Teacher Tutors, LATs, bilingual instructional assistants, and instructional support staff are hired to regroup | Framework development
11. Metacognition
12. Modeling
13. Contextualizing
14. Reframing information

Utilize site specific curriculum mentors at each of the sites to support the dissemination and implementation of research-based strategies through professional development and on site collaboration. Stipends will be provided to support this work.

ELD instruction is provided on a daily basis in each classroom at each school site.

ELD Interventions for newcomers and English learners who are not making adequate annual progress are provided in all school sites.

Annual ILE Site Licenses are expanded at schools with high number of English learners and newcomers (30% of schools) .

Additional Teacher Tutors, LATs, bilingual instructional assistants, |

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Promoted collaboration and autonomy at schools by supporting implementation of school plans to improve student achievement.

Re-evaluate at the end of each year | | | programs will be provided at some school sites to support the language acquisition and academic progress of English Learners and Newcomers.

Improve collaboration and autonomy at schools by supporting implementation of school plans to improve student achievement for English learners.

Direct Allocation of LCFF funds to schools to implement school plans using $4,155,000 in supplemental and concentration grants.

Evaluate progress annually | students for daily ELD instruction and ELD/ELA interventions.

Additional after school programs will be provided at most school sites to support the language acquisition and academic progress of English Learners and Newcomers.

Improve collaboration and autonomy at schools by supporting implementation of school plans to improve student achievement for English learners.

Direct Allocation of LCFF funds to schools to implement school plans using $4,155,000 in supplemental and concentration grants.

Evaluate progress annually | and instructional support staff are hired to regroup students for daily ELD instruction and ELD/ELA interventions.

Additional after school programs will be provided at all school sites to support the language acquisition and academic progress of English Learners and Newcomers.

Improve collaboration and autonomy at schools by supporting implementation of school plans to improve student achievement for English learners.

Direct Allocation of LCFF funds to schools to implement school plans using $4,155,000 in supplemental and concentration grants

Evaluate plan annually |
| **Goal C5: Increase Student's sense of safety and School connectedness** | **State Priority #6**

School Climate

Pupil sense of safety and school connectedness | For Foster Youths: Includes all actions and services provided in 3A

Students are currently bussed as needed to maintain their connection with one school | LEA Wide | | Students will continue to be bussed as needed to maintain their connection with one school | Students will continue to be bussed as needed to maintain their connection with one school | Students will continue to be bussed as needed to maintain their connection with one school |

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the annual rate of reclassification of English Learners to Fluent English proficient	State Priority #4 Pupil Achievement	For Redesignated Fluent English Proficient Pupils: Includes all actions and services listed in 3A Academic support in ELA and math is provided to English learners who are not making adequate progress and are at risk of not meeting the reclassification criteria in those subject areas. Additional ELD support is provided to Long Term English learners who are not attaining English proficiency on the CELDT. Purchase additional Imagine Learning English (ILE) software and other ELD/ESL programs to provide additional ELD support to newcomer students outside of the school day. Reclassification criteria is reviewed annually with District English Learner Advisory Committee (DELAC) to improve the reclassification process.	LEA-wide		Targeted Students receive ELA and Math interventions are provided for English Learners outside of the school day (After school/Saturday School/ Summer school) to accelerate their reclassification. ELD interventions are provided for English Learners outside of the school day to accelerate their reclassification. Perpetual ILE Licenses are purchased for Long term English Learners and newcomers. Student data is analyzed every six months to identify English Learners who meet reclassification criteria. Reclassification criteria are reviewed annually. Student data is analyzed every trimester to monitor performance of Long term English Learners, Newcomers and Reclassified students to provide academic support. $462,000 in LCFF funds allocated to Categorical Program Office to provide centralized	Targeted Students receive ELA and Math interventions are provided for English Learners outside of the school day (after school/Saturday School/ Summer school) to accelerate their reclassification. ELD interventions are provided for English Learners outside of the school day to accelerate their reclassification. Perpetual ILE Licenses are purchased for Long term English Learners and newcomers. Student data is analyzed every six months to identify English Learners who meet reclassification criteria. Reclassification criteria are reviewed annually. Student data is analyzed every trimester to monitor performance of Long term English Learners, Newcomers and Reclassified students to provide academic support. $462,000 in LCFF funds allocated to Categorical Program Office to provide centralized	Targeted Students receive ELA and Math interventions are provided for English Learners outside of the school day (after school/Saturday School/ Summer school) to accelerate their reclassification. ELD interventions are provided for English Learners outside of the school day to accelerate their reclassification. Perpetual ILE Licenses are purchased for Long term English Learners and newcomers. Student data is analyzed every six months to identify English Learners who meet reclassification criteria. Reclassification criteria are reviewed annually. Student data is analyzed every trimester to monitor performance of Long term English Learners, Newcomers and Reclassified students to provide academic support. $462,000 in LCFF funds allocated to Categorical Program Office to provide centralized

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		All reclassified students receive additional academic and ELD support to continue making progress after reclassification. Student reclassification is recognized and celebrated at each elementary school every year.			services for English Learners.

Evaluate annually | services for English Learners.

Evaluate annually | services for English Learners.

Evaluate annually |
| **Goal C3: Increase parental participation in programs for unduplicated pupil** | **State Priority Area #3**

Promote parental participation in programs for unduplicated pupils | English Learners and Redesignated Fluent English Proficient Pupils: Includes all actions and services listed in 3A

Provide Parent Education Programs at each school site: These may include, but are not limited to: 1. English as a Second Language 2. Parent Institute for Quality Education (PIQE) 3. Love & Logic Program 4. Parent Project classes 5. Home Visit Program 6. Child Development Program 7. Family Literacy nights 8. Parent Leadership Program | School wide | | Parent Education Programs are provided at 9 school sites

$300,000 in Title I and LCFF funds Evaluate annually | Parent Education Programs are provided at 10 school sites

$300,000 in Title I and LCFF funds Evaluate annually | Parent Education Programs are provided at 9 school sites

$300,000 in Title I and LCFF funds Evaluate annually |

Goal	Related State and Local Priorities +	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal C3: Increase parental participation in programs for unduplicated pupil	**State Priority Area #3** Promote parental participation in programs for unduplicated pupils	<u>For Low Income For Foster Youth:</u> <u>Includes all actions and services listed in 3A</u> Provide District-wide Outreach activities and Parent Education Programs at each school site: These may include, but are not limited to: 1. Parent Project Classes 2. School Site and Community Site Parent Education Classes 3. PIQE 4. Monthly First Five/Thrive Community Building Meetings 5. Annual Migrant Family Literacy Conference 6. State Migrant Parent Conference 7. National Migrant Conference 8. Parent Leadership Program	**LEA wide**		A series of parent education programs are implemented by the district every year. District wide Outreach Activities are conducted on a regular basis such as Community Building Meetings, Pantry, Health Fairs, etc Training for administrators in Parent Ed. Opportunities Parent Ed. Consortium Meetings Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds	Continue prior practice and use feedback to adjust as needed Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds	Continue prior practice and use feedback to adjust as needed Evaluate annually $200,000 in Title I, Migrant, First Five, and LCFF funds

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, school wide, countywide, or charter wide 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 school wide 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.)

The Santa Maria-Bonita School District will receive $15,117,883 in Supplemental and Concentration funding through the Local Control Funding Formula beginning in 2014-15. Of which $11,033,230 will be spent in the quantitative actions and services outlined below. The remaining $4,084,653 will be spent in the qualitative measures listed in Section D. The District's unduplicated pupil count is 91.76% therefore all dollars spent are district-wide. Funds are allocated based on the goals outlined in Categories A-C Section 2 and include:

District wide:

- Add courses to enhance and expand course access. These include: Family and Computer Science, STEM Technology Lab, Visual and Performing Arts,
- Stipends for lead learners at each site will be provided to support the transition from staff development to lesson development and delivery, reflecting the shift in practices outlined in CCSS.
- Additional Teachers on Special Assignment will be hired to support professional development and assist in the implementation of the state common core standards
- Increase hardware and software to support technology integration for all (i.e. Chrome book ratio)
- Curriculum subs will be hired to support staff development, collaboration and lesson study
- Staffing to support the growing student population that will increase the need for our district to expand services to support our intervention plan including: Outreach Consultants, Nurses, Health Aides, and School Psychologist
- Staffing to increase school safety and William's compliance including a Resource Officer, Nurses, an alternative education teacher and maintenance needs for school plants
- Support Early Learning Education for students based on Preschool Foundations that support the common standards.
- Add bilingual staff and parent education courses to engage in their child's education and build on the student's and parent's sense of school connectedness

Amended 7/2/14

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.

In addition to the qualitative actions and services outlined in Section 3C, the following qualitative measures have been planned to improve and increase actions and services for unduplicated pupils. The proportionality percentage is 15.20%.

All students :
- developing a system capacity to implement, sustain and maintain new common core state standards and instructional practices
- improving data and building staff capacity to review various forms of assessments
- using effective, research based systemic lesson models for the delivery of ELA and Math Common Core curriculum that includes access to core support for all students
- increasing and improving student's and parent's sense of school connectedness, safety, communication and climate
- enhancing opportunities for parent engagement throughout the Santa-Maria Bonita School District

English Learners:
- providing a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments for students
- incorporating culturally responsive instruction by building on student's prior knowledge and experiences to promote the development of academic English, and respect
- improving access to instructional materials and interventions
- improving the identification of reclassification eligibility and monitoring student progress

Low-income students:
- providing access to consistently delivered instruction and practices designed to provide continuity (after school tutoring, curriculum, interventions, small group instruction)
- evaluating and supporting behavioral and social-emotional needs
- understanding the culture of students to improve academic performance and enhance learning

Foster Youth:
- providing continuity in the student's education
- providing a strong collaboration between the school and the home
- improving opportunities for student engagement

Amended 7/2/14

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.