

SECTION 3- Working Draft

Introduction:

LEA: PASADENA

Contact (Name, Title, Email, Phone Number): _____

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:

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) **What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?**
 - 2) **How do these actions/services link to identified goals and performance indicators?**
 - 3) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?**
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic

subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

PRIORITY 1—Basic	PRIORITY 5—Student Engagement
PRIORITY 2—Implementation of Common Core State Standards	PRIORITY 6—School Climate
PRIORITY 3—Parent Involvement	PRIORITY 7—Course Access
PRIORITY 4—Student Achievement	PRIORITY 8—Other Student Outcomes

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
CWA	1) The educational outcomes of foster youth will mirror that of the general student population	Student Engagement; Student Achievement; School Climate	For foster youth: Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth, as listed in Appendix A.	LEA-Wide	Achieve and document significant progress executing at least 5 of the 9 policy and data deliverables (1) 50% FY Liaison \$50,000	Achieve and document significant progress executing at least 7 of the 9 policy and data deliverables listed in Appendix A.	Achieve and document significant progress executing all 9 of the policy and data deliverables listed in Appendix A.
CWA	2) Transferring foster youth will be promptly enrolled in the appropriate school and classes and transferring foster youth will be awarded credit for all work completed, including partial credits.	Student Engagement; Student Achievement; School Climate	For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5) has adequate time, knowledge, and resources (including additional staff if needed) to fully	LEA-Wide	LEA will hire or assign, train and supervise sufficient foster youth liaison staff to achieve and document significant progress executing at least 6 of the 12 responsibilities	LEA will achieve and document significant progress executing at least 8 of the 12 responsibilities listed in Appendix B.	LEA will achieve and document significant progress on all 12 of responsibilities listed in Appendix B.

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			execute the responsibilities listed in Appendix B.		(1) Utilize same 50% FY Liaison		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
Elem	3) By the end of the 2016-17 school year, 90% of all <i>second grade</i> students will be reading on grade level with comparable	Student Achievement	<ul style="list-style-type: none"> Every K, 1, and 2nd grade teacher will complete a reading assessment/reading diagnostic, 	All	Increase Literacy Coach support at each site Increase number of full-time CEIS teacher at 7 targeted elementary schools and part-time CEIS teacher at		Continued Support

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ELEM	reading comprehension		<p>three times per year (beginning, middle, and end).</p> <ul style="list-style-type: none"> Teachers will focus on targeted vocabulary development and six essential reading comprehension skills through daily instruction. Teachers will hold reading and writing conferences with students throughout the week to monitor student progress and to adjust instruction in order to continue improving students' reading 		<p>the other 11 schools – Budget:</p> <p><u>Increase use of aides to support in ELD</u></p> <p>(1) new cost for Literacy Coaches = 7 X \$85,000+= \$595,000</p> <p>(2) Increase in CEIS teacher funding needed. -12x \$85,000+= \$1,020,000</p> <p>District Level Literacy Coach/Coordinator will collaborate with sites utilizing multiple data points to target</p> <p>Increase F&P online data management system (5) Budget: \$30/teacher/year</p>	Continued support	

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			<p>and writing skills.</p> <ul style="list-style-type: none"> • Students who demonstrate minimal progress during a six-week monitoring period will receive small group support from a Literacy/Reading Coach or CEIS teacher. • Students will have access to a variety of fiction and informational text reading materials at just right and instructional levels in order to engage in daily independent reading. 		<p>Increase the variety of leveled reading materials to support student reading development –</p> <p>(4)Budget: \$5000/school – new funds 20x\$5,000=\$1,000</p> <p>Targeted professional development in reading comprehension at primary levels Budget: Substitutes estimate- 400 substitute days \$140=\$560,000</p> <p>Increase School Librarian services to support school and support classroom book collection development, assist with reading comprehension and literacy</p>		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
					development, and for older students support research skills – Library services at each school site Budget- (3) 50% Lib Support at all elementary sites 11x \$20,000=\$220,000		
<u>New</u>	<u>Add goal for K-1 ELD --smaller classes</u>		<u>Utilize Aides</u>				
Elem	4) By the end of the 2016-17 school year, 90% of all fifth grade students will be reading on grade level with comparable reading comprehension skills in both fictional and informational text.	Student Achievement	<ul style="list-style-type: none"> Every 3rd to 5th grade teacher will complete a reading assessment/reading diagnostic, three times per year (beginning, middle, and end). 	All	Increase Literacy Coach support at each site and Budget: (3) new cost for Literacy Coaches = 7 X \$85,000+=\$595,000		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			<ul style="list-style-type: none"> Teachers will focus on six essential reading comprehension skills through daily instruction and targeted vocabulary development in specific content area (e.g. science). Teachers will provide on-going instruction for students in close reading and reading complex texts. Teachers will hold reading and writing conferences with students 		<p>(2) Increase in CEIS teacher funding needed. -12x \$85,000+=\$1,020,000</p> <p>District Level Literacy Coach/Coordinator – (4) (1) new cost for Literacy Coaches = 7 X \$85,000+=\$595,000</p> <p>Funding for F&P online data management system Budget (5) \$30/teacher/year</p> <p>(4) Budget: \$5000/school – new funds 20x\$5,000=\$1,000</p> <p>Funding for substitutes for professional development in reading comprehension Budget 200 days at \$140 = \$28,000</p> <p>Increase instructional</p>		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			throughout the week to monitor student progress and to adjust instruction in order to continue improving students' reading and writing skills		<p>Aide support at each elementary school to ensure support in all primary grade classrooms</p> <p>Funding for School Libraries to support school and classroom book collection development, assist with reading comprehension and literacy development, and for older students support research skills</p> <p>Budget: (3) 50% Lib Support at all elementary sites 11x \$20,000=\$220,000</p>		
Elementary NEW #4A	By the end of 2016-17 school year, all K-5 teachers will implement NGSS (Next Generation Science Standards) in the classroom.		<p>K-5 teachers will be trained in a "deep dive" of the NGSS standards, utilizing a school site based training structure.</p> <p>Schools can opt to</p>		<p>K-3 teachers receive "deep dive" training on NGSS, with STEM schools prioritized at the beginning of the school year.</p> <p>Non STEM schools will begin training K-3 training after October 2014.</p>	<p>4th and 5th grade teachers receive "deep dive" training on NGSS in summer 2015.</p> <p>Budget: Implementation</p>	

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			have trainings based on site needs (larger vs. smaller schools)		Budget: 150 substitutes \$140=\$21,000	of standards in 2015-16 school year. Budget:	
Secondary	5) The Number of passing scores on the AP and IB tests will increase by 10% across the district Currently the pass rate is 32% (Of the 1889 test takers only 609 passed)	Student Achievement Course Access Other Student Outcomes	The district will provide AP training for each teacher every two years, unless the curriculum is changed by College Board. The district has purchased Shmoop AP test prep for every student enrolled in an AP course to support preparation for the test.	LEA	AP and IB training Budget: \$20,000.00 Shmoop Test Prep Budget \$10,000.00 Per site	AP and IB training Shmoop Test Prep \$10,000.00	AP and IB training 20,000.00 'Shmoop' Test Prep \$10,000.00
Secondary	6) Increase the number of students taking the	Student Achievement	Prioritize developing master	LEA			

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	AP course and passing	Course Access	<p>schedules that are flexible and responsive to the need for increased access</p> <p>Begin conversations with secondary students and parents in the middle schools about the importance and value of enrolling AP courses</p> <p>Provide additional Sections to support more enrollment and additional courses</p>		1 Section per site \$15,000 x 4 = \$60,000	1 Section per site \$15,000 x 4 = \$60,000	1 Section per site \$15,000 x 4 = \$60,000

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
	<p>6A)The number of AP and IB tests being taken will increase by 5% across the district every year</p> <p>Comment: Instead of measuring the number of students taking AP classes, this goal should be measured by sections and variety of AP courses</p>	<p>Student Achievement Course Access Other Student Outcomes</p>	<p>1. The district will continue to train AP teachers and ask teachers to participate and provide teachers and require them to present training and information to parents and students at AP Information Nights</p> <p>2. AP potential letters will be sent out each spring. This will be based</p>	LEA	<p>As above</p> <p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>Increase access and participation in training for staff to support IB and AP Budget- \$10,000</p>	<p>As above</p> <p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>Increase access and participation in training for staff to support IB and AP Budget- \$10,000</p>	<p>As above</p> <p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>Increase access and participation in training for staff to support IB and AP Budget- \$10,000</p>

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			on the PSAT scores.				
Secondary	7)The number of students passing the CAHSEE exam will increase every year	Student Achievement	<ol style="list-style-type: none"> District will provide remediation courses for math based on placement tests at the start of the year across 6-10. EL and special needs students will be provided CAHSEE test prep material 	LEA	Twilight School \$15,000 (1 section) Utilize CHASEE prep on-line (Revolution) course for students during school day and after school Budget:	Remediation courses to be provided as part of the elective option for students demonstrating low results in the placement test EL and special needs students will receive CAHSEE prep material Twilight School \$15,000 (1 section) Utilize CHASEE prep on-line (Revolution) course for students during school day and after school Budget:	Remediation courses to be provided as part of the elective option for students demonstrating low results in the placement test EL and special needs students will receive CAHSEE prep material Twilight School \$15,000 (1 section) Utilize CHASEE prep on-line (Revolution) course for students during school day and after school Budget:

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
Secondary	7A) Increase ELD students reclassification rates	Student Achievement Course Access	<ol style="list-style-type: none"> 1. Students will be reclassified as FEP in a timely manner. Additional support of reclassification.—<u>how is this an action?</u> 2. <u>Increase academic supports at elementary</u> 		2 additional teachers servicing at all secondary sites Budget: \$200,000 <u>Utilization of Aides at elementary</u>	2 additional teachers servicing at all secondary sites \$200,000	2 additional teachers servicing at all secondary sites \$200,000
	8) Increase the number of students scoring at 1500 and above on the SAT by 10% each year	Student Achievement Course Access	<ol style="list-style-type: none"> 1. District will continue to pay for PSAT tests for every sophomore to participate. 2. Starting in 2014-15, the District will pay for the 	LEA	(7) District will fund the PSAT tests for all sophomores Budget \$ 15,000 PSAT for juniors with 3.0 GPA and higher Budget \$15,000 Naviance College search \$ 55,000	PSAT tests for all sophomores \$15,000 PSAT for juniors with 3.0 GPA and higher \$15,000	PSAT tests for all sophomores \$15,000 PSAT for juniors with 3.0 GPA and higher \$15,000 Naviance College

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			<p>PSAT test for all juniors qualified for 4 year colleges</p> <p>3. District has purchased Naviance, college search tool that supports SAT and PSAT prep for every student. Naviance will be available to all students in grades 6-12 (including Special Ed, EL and Foster Youth), Naviance will be used by high school families (75% 1st year)</p> <p>4.</p>		Naviance College search \$ 55,000	search \$ 55,000	

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<i>Hilda</i>	9) Increase the % of parents/guardians indicating they feel included and connected with their ' school as measured by districts client survey	Parent Involvement Student Achievement <u>School Climate</u>	School sites establish Parent Engagement Teams to guide parent involvement activities and selection of parent education offerings Parents will utilize Parent Portal to monitor student progress and communicate with school	All	Implementation of parent engagement: <ul style="list-style-type: none"> • Parent education- utilize researched based and proven strategies and curriculum • School site support • Professional development for certificated & classified staff • Volunteer program • Parent leadership Development • District enlists services of professional polling analyst to develop and analyze survey • Budget: \$40,000 (Does this \$40,000 cover all the above cost for this goal?) 	Implementation of parent engagement plan <ul style="list-style-type: none"> • Parent education • School site support • Professional development for certificated & classified staff • Volunteer program • Parent leadership development • District enlists services of professional polling analyst to develop and analyze survey \$40,000 	Implementation of parent engagement plan <ul style="list-style-type: none"> • Parent education • School site support • Professional development for certificated & classified staff • Volunteer program • Parent leadership development • District enlists services of professional polling analyst to develop and analyze survey \$40,000

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Secondary	9A) Increase the number of college and career ready electives @ secondary sites Comment- PSAT for Jr. lower GPA to 2.0?	Student Achievement	District will continue to fund Two (2) additional sections per site <i>of???</i> <u>Dedicated College Counselor (support application and scholarships, and personal statements)</u>		2014-15 2 x 10 = 20 sections (5 teachers) \$300,000	2014-15 2 x 10 = 20 sections (5 teachers) \$300,000	2014-15 2 x 10 = 20 sections (5 teachers) \$300,000
Secondary	9B) Increase student athletic options <u>Feedback- this doesn't address need for target disadvantaged..</u> MA- this could be changed to action for Student Engagement...imbed elsewhere	School Climate	<i>Increase secondary school athletic program (a plan is being developed currently with Athletic directors, site administrators and academics)</i>	6-12	Increase athletic program budget for secondary sites at 200,000 per year	Increase athletic program budget for secondary sites at 200,000 per year	Increase athletic program budget for secondary sites at 200,000 per year

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<i>SpEd</i>	10) 100% of the self-contained special education classrooms will have common curriculum.	Student Achievement Course Access	Provide common research based intervention curriculum aligned with Common Core Standards	LEA-wide	Training Approx. \$58,000 (100 teachers x 3 days of training)	Common Reading Program for Special Education Classrooms Approx. \$38,500 (100 teachers x 2 days training)	
CWA Health	11) All schools will establish effective structures of attendance intervention while reducing the truancy rate district-wide.	Student Engagement	Annual review of attendance policies, procedures, and interventions with all school sites Provide ongoing mental health counseling, medical/dental care for chronically absent students and families Reach out to chronically absent	LEA-wide	All schools will utilize health clerk support to assist the site with early identification of students exhibiting truancy and other barriers to attendance Budget_ Increase health clerk services at each site to .75 which is total cost of \$550,00 –INCREASE of <u>\$300,000</u> from current unrestricted contribution All schools will utilize a student attendance monitoring system- ‘Attention 2 Attendance’ CWAS will monitor Schools’	All schools will utilize a student attendance monitoring system- ‘Attention 2 Attendance’ CWAS will monitor Schools’ Attendance Improvement Plan (AIPs embedded as part of the School Site Plan) Per the AIP, all schools will implement	All schools will utilize a student attendance monitoring system- ‘Attention 2 Attendance’ CWAS will monitor Schools’ Attendance Improvement Plan (AIPs embedded as part of the School Site Plan) Per the AIP, all schools will implement intervention and diversion programs

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			<p>students and their families to address barriers to attendance (e.g. conduct home visits, connect to social/health services)</p> <p><u>Target support system and actions to increase foster youth attendance</u></p> <p><u>Increase access to transportation for students</u></p> <p>Participate in multi-disciplinary team to receive referrals and coordinate care for chronically</p>		<p>Attendance Improvement Plan (AIPs embedded as part of the School Site Plan)</p> <p>Per the AIP, all schools will implement intervention and diversion programs for student truancy</p> <p>CWAS will report quarterly Performance measures for student attendance and truancy to each school site.</p> <p>Explore options for transportation alternatives for elementary and middle school students ; bus passes or increased buses at elementary</p> <p>Budget:</p>	<p>intervention and diversion programs for student truancy</p> <p>CWAS will report quarterly performance measures for student attendance and truancy to each school site.</p>	<p>for student truancy</p> <p>CWAS will report quarterly performance measures for student attendance and truancy to each school site.</p>

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			absent students				
	12) 100% of PUSD schools will establish effective structures for discipline to reduce the number of suspensions.	Student Engagement Student Achievement School Climate	On-going development of effective structures for discipline Increase staff that is skilled and able to provide socio-emotional and conflict resolution support as an intervention to suspension	LEA-wide	<ul style="list-style-type: none"> •CWAS per EC 48900 mandates will identify levels of student discipline management. •Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360- Universal Screening Tool. The screening tool will be administered at least twice per academic calendar. •CWAS will provide ongoing support, <u>PD</u> & guidance to schools in their effort to implement interventions, <u>to include security and appropriate support staff</u> Budget- CWA Staff- \$300,000	<ul style="list-style-type: none"> •CWAS per EC 48900 mandates will identify levels of student discipline management. •Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360- Universal Screening Tool. The screening tool will be administered at least twice per academic calendar. •CWAS will provide ongoing support & guidance to schools in their effort to implement 	<ul style="list-style-type: none"> •CWAS per EC 48900 mandates will identify levels of student discipline management. •Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360- Universal Screening Tool. The screening tool will be administered at least twice per academic calendar. •CWAS will provide ongoing support & guidance to schools in their effort to implement interventions.

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
						interventions.	
CWA	13) <i>Schools will be able to assess internalizing and externalizing student behaviors; therefore matching early supports with identified student needs</i>	School Climate	On-going training and use of a universal screening tool, all schools.	LEA-wide	Implementation of a universal screening tool for the purpose of early identification of externalizing /internalizing behaviors. Results will drive a Behavior RTIO teaming model of assessing at-risk students. Interventions to be matched to student need. Budget- \$28,000/Review 360- Universal Screening annual licensure	Implementation of a universal screening tool for the purpose of early identification of externalizing /internalizing behaviors. Results will drive a Behavior RTIO teaming model of assessing at-risk students. Interventions to be matched to student need.	Implementation of a universal screening tool for the purpose of early identification of externalizing /internalizing behaviors. Results will drive a Behavior RTIO teaming model of assessing at-risk students. Interventions to be matched to student need.
CWA	14) Increase the % of school-based adults that agree/ strongly agree that they have the skills necessary to understand and respect difference. Comment; Confusing and difficult to quantify	Student Engagement Student Achievement	<ul style="list-style-type: none"> On-going training and sustainability efforts of Behavior RTI principles Increase training that addresses of 		Training and maintenance of Behavior RTI Tier I- all school intervention strategies Budget- \$20,000/annual, training (to include new staff/teachers)	Training results will drive Behavior RTI interventions to be matched to student environmental needs.	Training results will drive Behavior RTI interventions to be matched to student environmental needs

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
	And... goal is from CHKS and Vehvior Rti=CWAS (?)		<u>classified staff on unique needs of special education and foster youth students</u> <ul style="list-style-type: none"> • <u>Increase security staff to support school climate and proptes understanding of differences</u> 		Budget-\$10,000 for training Budget: Security Staff?		
CCP	15) Enrollment of students earning college credit (dual enrollment and/or articulated courses) while in high school will increase by 5% each year	Course Access Other Student Outcomes Student Achievement Student Engagement	Formalize arrangements with local community colleges and other postsecondary institutions for students to take advantage of dual enrollment options Provide on-		Maintain a minimum of 2 ROP/Pathway counselors Budget- \$180,000 Professional Development and collaboration time for staff Budget- \$150,000 Increase of after-school		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			<p>going professional development and collaboration with staff from each educational setting to support implementation of increased enrollment</p> <p>Align after-school programs</p> <p>Target student support services to reduce failure rates and increase college and career options</p> <p>Create intervention and</p>		<p>alignment and program Budget- staffing \$20,000</p> <p>TOSAS- Budget- \$180,000</p>		

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			bridge programs to keep students on track Change behaviors in adults that indicate low expectations				
CCP	16) <i>Percentage of pathway students earning industry certification while enrolled in high school will increase by 5% each year</i>	Student Achievement Course Access Other student Outcome Student Engagement	Align course offerings and teaching to industry needs, skills, and job markets Ensure that CTE courses lead to college credit or industry certification		ROP/CTE Coordinator to monitor and coordinate work Budget \$110,000 ROP Teachers-23 FTE Budget- \$1,260,000—if ROP is all rolled into this larger budget need to maintain funding Equipment and materials \$ 200,000		

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CCP	17) Percentage of pathway students participating in work-based learning activities (career awareness, exploration, training, internships, etc...) will increase by 10% with the first year of implementation having 75%	Other Student Outcomes Student Achievement Student Engagement	Align after-school programs to ensure participation in college and career education Implement ECCO Curriculum Ensure a minimum set of WBL experiences, including a compensated internship for all pathway students Expand pathway offerings and experiences utilizing CTE facilities and equipment upgrades (Measure TT)		Budget for ECCO curriculum and after-school program Budget-\$ 30,000 Business Liaisons to facilitate and lead WBL Budget- Salary or Contracts \$180,000 Career Exploration visits-\$100,000 Admin and Materials \$250,000 Professional Development \$150,000		

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	18) Increase percentage of seniors who demonstrate competencies outlined in Grad Profile through Senior Defense/Capstone Project will increase by 10%	Student Achievement	<p>Ensure access to high-quality instruction - Identify BLT's – Behaviors of Learning & Teaching- and highest leverage strategies that address barriers to equitable learning</p> <p>Ensure increased teacher collaboration focused on CC standards/curriculum, PBL, developing common rubrics</p>		Budget ?		

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			<p>and core outcomes, and college and career preparation</p> <p>Ensure data-driven school improvement processes that require analysis of student-level and cohort data</p> <p>Expand internal coaching capacity</p>				
Elem	19 By the end of 2016-17, 80% of all K-5 students will demonstrate proficient use of textual evidence in their writing.	Student Achievement Implementation of CCSS	Teachers will provide on-going reading instruction for students, focusing on specific elements of informational, narrative, and		<p>Instructional coaches:</p> <p>300,000- (duplicate # 22)</p> <p>Targeted professional development at the site level (lesson studies, one on one</p>		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			<p>opinion text.</p> <p>Teachers will provide on-going writing instruction for students, modeling specific elements of informational, narrative, and opinion text in writing.</p> <p>Coaches provide training to Curriculum Resource teachers, focusing on elements of informational text. text dependent questioning, and use of complex text.</p> <p>Coaches meet</p>		<p>coaching)</p> <p>400 substitute days \$140=\$560,000- Is this different than the above mentioned expense in goals # 4)</p>		

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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			grade level site teams to model strategies that support text dependent questioning, use of complex text and the elements of informational text.				
Elem	20) By the end of the 2016-17 school year, 80 % of all second grade students will demonstrate numerical fluency with whole numbers .	Student Achievement Parent Involvement	K-2 grade students will complete a numerical fluency post assessment in K, 1, and 2 to measure the level of numerical fluency with whole numbers. (K will add and subtract within 10, 1 st grade will add and subtract		<u>Resources</u> : teachers will need to have one resource from the current program (workbook) to practice skills Budget Targeted professional development at the site level (lesson studies, one on one coaching)		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			<p>within 20, and 2nd grade will add and subtract within 100</p> <p>Teachers will focus on weaving conceptual and procedural concepts into their instruction with ample time for students to practice and apply numerical fluency to make meaning and establish relevance.</p> <p>Teachers will make connections in their instruction and application support to the relationship between base</p>		<p>Budget:</p> <p>Resource Teachers to coordinate after-school supports with LEARNs, parent workshops and ELD needs</p> <p>Budget:</p> <p>3 coaches @ \$100,000= \$300,000—Repeat</p>		

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			<p>ten place value and the procedural skills needed to produce numerical fluency.</p> <p>Provide opportunities for parent training on early literacy</p> <p>Increase use of para professionals to support primary grade literacy</p>				
Elem	21) By the end of the 2016-17 school year, 80 % of all 3-5th grade students will demonstrate a balanced understanding of conceptual and		3 rd -5th grade students will complete a post assessment to measure their ability to defend their procedural and conceptual		<p>Budget: \$100,000</p> <p><u>Resources</u> : teachers will need to have one resource from the current program (workbook) to practice skills</p> <p>Is this different from above?</p> <p>Budget:</p>		

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
	procedural mathematics concepts.		<p>understanding of key mathematical concepts.</p> <p>Teachers will focus on weaving conceptual and procedural concepts into their instruction with ample time for students to practice and apply to make meaning.</p> <p>Teachers will make connections in their instruction and the student's application of the concepts in the meaning making process.</p>		<p>Targeted professional development at the site level (lesson studies, one on one coaching)</p> <p>200 substitute days @ \$140 = \$28,000</p> <p>Is this different from above?</p>		
Helen	22) To increase understanding of all	Student Achievement	Provide professional		Budget?		

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	stakeholders as it relates to our diverse learners and their needs via professional development for		development focused on culturally responsive educational strategies and provide context and reflection for for all staff working with our diverse learners.				
					•	•	•
Secodnary	23)All 6-12 students will develop 21 st century technology skills as evidenced in senior portfolios in 2019	Other pupil achievement	Teacher training and development of technical units for skill assessment Develop and offer technology courses at each school	6-12			
Helen	26) 75% core subject area teachers are knowledgeable in	Student Achievement	Core Subject teachers receive training in	All	<ul style="list-style-type: none"> Instructional Institutes for 6th-12th Math and ELA 	<ul style="list-style-type: none"> Instructional Institutes for 6th-12th 	<ul style="list-style-type: none"> Instructional and PBL 101 Institutes for

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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	content changes as indicated by CCSS and NGSS		<p>Common Core or Next Generation content standards, as applicable to their teaching assignment</p> <p>All teachers trained in Project-Based Learning (PBL) as instructional methodology</p>		<p>teachers \$80,000 (3 days training & facilitation)</p> <ul style="list-style-type: none"> Project-Based Learning (PBL) 201 training provided for K-5 teachers; PBL 101 for 6th-12th teachers \$126,000 (funded by Huntington Library partnership, via PUSD VAPA Dept.) 	<p>Science, & History teachers \$70,000 (3 days training & facilitation)</p>	<p>additional 6th-12th teachers in CCSS-related curriculum and instruction \$70,000 (3 days training & facilitation)</p>
Helen	27) 100% of students will experience instruction aligned with the CC in both ELA and Math, as determined by course alignment to CCSS Scope & Sequence	Implementation of CCSS	<ul style="list-style-type: none"> K-5 classrooms implement CCSS aligned Scope and Sequence Secondary ELA, Math, Science and History implement 	LEA wide	<ul style="list-style-type: none"> Curriculum Refinement Committees convene for K-11th ELA and Math, and 6th-12th Science and History, in order to refine Scope and Sequence based on pilot feedback: Budget-\$75,000 *(partially funded by CC monies) 	<ul style="list-style-type: none"> Curriculum Refinement Committees convene for K-11th ELA and Math, and 6th-12th Science and History, to continue building PUSD's 	<ul style="list-style-type: none"> Curriculum Refinement Committees convene for K-11th ELA and Math, and 6th-12th Science and History, to continue vetting submissions for

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			<p>CCSS aligned Scope and Sequence</p> <ul style="list-style-type: none"> Support personnel knowledgeable about instructional expectations in order to coach teachers as needed 		<ul style="list-style-type: none"> Principals, teacher leads are trained in use of Scope & sequence, and instructional expectations – as part of “Leadership Institute” Budget \$8,500 	<p>digital library of Common Core units, refine S&S as needed: Budget: \$20,000</p> <ul style="list-style-type: none"> Continued calibration with Principals and teacher leads in use of Scope & sequence, and instructional expectations – as part of “Leadership Institute” \$14,200 	<p>PUSD’s digital library of Common Core units, refine S&S as needed: \$20,000</p> <ul style="list-style-type: none"> Continued calibration with Principals and teacher leads in use of Scope & sequence, and instructional expectations – as part of “Leadership Institute” \$14,200
Helen	28) 100% of school sites have a structure for productive teacher collaboration around	CCSS	Formation of school site Instructional Leadership		<ul style="list-style-type: none"> Leadership cadre of Instructional Leadership Team members 	Leadership cadre of Instructional Leadership Team members receive	<ul style="list-style-type: none"> Leadership cadre of Instructional Leadership Team members

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	CC instruction and lesson planning		<p>Teams</p> <ul style="list-style-type: none"> • Training on Teaching Learning Collaboratives (TLC) • Provision of time to meet in professional learning communities 		<p>participate in CCSS & NGSS Institute and TLC lesson study training \$80,000 (7 days training)</p> <ul style="list-style-type: none"> • 25% of teachers participate in TLC lesson study structure for planning and evaluation of CCSS instruction \$65,000 (sub release) • Continuous support of coaches / facilitators \$300,000 (funded by CC Block Grant) 	<p>continuous training in supporting PLCs and TLCs at school site \$25,000 (2 days training) Additional 25% of teachers participate in TLC lesson study structure for planning and evaluation of CCSS instruction \$65,000 (sub release) Continuous support of coaches / facilitators \$300,000</p>	<p>participate in CCSS & NGSS Institute and TLC lesson study training \$25,000 (2 days training)</p> <ul style="list-style-type: none"> • Additional 25% of teachers participate in TLC lesson study structure for planning and evaluation of CCSS instruction \$65,000 (sub release) • Continuous support of coaches / facilitators \$300,000
Helen	29) 100% of schools and teachers utilize technology to prepare students for next generation assessment	Implementation of CCSS	<ul style="list-style-type: none"> • School sites establish Tech Teams to manage equipment and 		<ul style="list-style-type: none"> • Tech Teams trained in administration of Smarter Balanced 	<p>Tech Teams continue to receive "training of</p>	<ul style="list-style-type: none"> • Tech Teams continue to receive "training of trainers"

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	structures and systems		support teachers and staff in tech-based instructional practices • School sites have support personnel to provide expertise and instruction in media, technology use		Assessments via ChromeBooks \$8,000 • Tech Teams continue to receive “training of trainers” sessions from TAA for tech-related functions of CCSS implementation \$24,000 • Librarians -Media Specialists and/or Technology Lab instructors provided to elementary & middle school sites \$900,000	trainers” sessions from TAA for tech-related functions of CCSS implementation \$24,000 Librarians - Media Specialists and/or Technology Lab instructors provided to elementary & middle school sites \$900,000 Additional cadre of teachers receive Instructional	sessions from TAA for tech-related functions of CCSS implementation \$24,000 Librarians -Media Specialists and/or Technology Lab instructors provided to elementary & middle school sites \$900,000 Additional cadre of teachers receive Instructional Tech trainings \$22,000

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
						Tech trainings \$22,000	
Elem	30) By the end of 2016-17, fifth grade students will have 50 % of their reading materials based in informational texts.	Implementation of CCSS	<p>Students will have access to informational text reading materials at just right and instructional levels that complements the materials already in the classroom</p> <p>Students will engage in meaningful project based learning within the classroom, requiring time to engage in the inquiry process</p>		<p>\$10,000 per school site</p> <p>18x10000+ 180,000</p>		
Fal	31) Increase EL parent participation in ELAC	Parent Involvement	Develop Hispanic family engagement plan and	All	Training, Workshops, newsletters, translations \$5,000	Training, Workshops, newsletters, translations \$5,000	Training, Workshops, newsletters, translations \$5,000

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			framework				
	32) Instructional Materials will be provided to K-12 for access to CCSS in secondary		All students will have instructional materials		Priority supplemental materials \$100,000 – Math & ELA	Adoption Math 6-11 \$1,000,000	Adoption ELA 6-11 \$1,000,000
Health	33) Increase by 15% each year the percentage of eligible of families who access community resources to meet health care, and basic needs as measured by client surveys, site data reporting and data management services where applicable	Student Engagement School Parent Involvement	<ul style="list-style-type: none"> Monthly information forums for parents Parent informational/ educational class series Certified application assistant to enroll parents in Covered California, Medi-cal, and CalFresh. Primary health clinic open five days a week provides services and 	All	<ul style="list-style-type: none"> English as a second language classes for parents Budget (LACOE funded) Parenting Classes Budget-(community college funded) Nutrition Classes Budget- (NEOP grant) Cooking classes Budget (private grant) Adult Health Education Classes Budget-(Huntington Memorial Hospital funded) Computer classes Budget-(healthy start funding) CalFresh enrollment 	34) Increase the graduation rate by 3 percent (%) every year.	

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			referrals		assistant Budget- (DPSS funded) If we have all this funding... then it would seem like we should be meeting these goals...so what additional monies do we need...what actions are unfunded??? Staff?...training?		
Secondary	34) Increase the graduation rate by 3 percentile points every year. Comment; To improve student engagement/achievement of 9th graders – reduce 9th grade class size for ELA and Math	Student Engagement School Climate	District will provide credit remediation through Twilight school District will provide before, after and during school credit recovery; District will provide summer	LEA	Twilight School Budget-\$250,000 During and after school program using APEX online Budget- \$ 15,0000- Summer School program Budget- \$50,000	Twilight School \$250,000 During and after school program using APEX online \$ 15,0000 Summer School program \$50,000	Twilight School \$250,000 During and after school program using APEX online \$ 15,0000 Summer School program \$50,000

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					LCAP Year Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
			school for credit recovery				
CWA	35) Reduce the dropout rate by 3 percentile points every year	Student Engagement School Climate	<ol style="list-style-type: none"> Each school will have a Health Clerk who will assist the site with early identification of students exhibiting truancy Twilight school is providing the opportunity to address deficient credits all year Twilight school has established a process to identify students who are credit 	LEA	<p>Disseminate actionable student attendance data, which will identify students in attendance bands – ranging from excellent attendance to severely chronic truancy to each school site. Budget- \$10,000</p> <p>Middle School Support Plan Pilot (Eliot MS and Blair MS) will identify tier II/III students in need of academic intervention , as well as heightened social/emotional supports. Budget-\$200,000 (1) Academic Intervention Teacher Specialist; 1 Counselor; 1 Instructional Aide). •Continued support by</p>	<p>Disseminate actionable student attendance data, which will identify students in attendance bands – ranging from excellent attendance to severely chronic truancy to each school site.</p> <p>•Middle School Support Plan Pilot (Eliot MS and Blair Middle School</p> <p>Support Plan Pilot (Eliot MS and Blair MS) will identify tier II/III students in need of</p>	<p>Disseminate actionable student attendance data, which will identify students in attendance bands – ranging from excellent attendance to severely chronic truancy to each school site.</p> <p>•Middle School Support Plan Pilot (Eliot MS and Blair MS) will identify tier II/III students in need of academic</p> <p>Focus on intervention , as well as heightened social/emotional supports.</p>

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			deficient after every grading period. <ul style="list-style-type: none"> On-going development of strategies for truancy reduction. 4. Increase in alternative education options for credit reclamation		CWAS of ongoing coaching & guidance to schools in their effort to implement Behavior RTI. Move to Alt ED Goal On-going development of alternative education opportunities, such as Twilight, on-line learning-Budget-approximately \$250,000	academic intervention , as well as heightened social/emotional supports. <ul style="list-style-type: none"> Continued support by CWAS of ongoing coaching & guidance to schools in their effort to implement Behavior RTI. On-going development of alternative education opportunities, such as Twilight, on-line learning-\$250,000	<ul style="list-style-type: none"> Continued support by CWAS of ongoing coaching & guidance to schools in their effort to implement Behavior RTI. Continued support and expansion of Twilight and other on-line options
CWA	36) Decreased transfer of foster youth to continuation and other alternative schools and		Foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5) has		Budget: \$50,000, 50% Foster Youth Counselor	Individualized Learning Plans will be established by foster youth	Individual Learning Plans will maintained by foster youth counselor to track

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
	decreased transfer of foster youth after a change in residential placement		adequate time, knowledge, and resources (including additional staff if needed) to fully execute the responsibilities such as foster youth enrollment, transcript evaluation, AB 216, issuance of partial credits, etc.?		CWAS will assign, train and supervise a foster youth counselor to work in conjunction with identified schools to support the academic and social/emotional achievement of foster youth students.	counselor to track academic progress of foster youth students	academic progress of foster youth students.
CWA	37) Increase Health Service Support Staff at each site to reflect an optimum ration of school nurse to student ratio of 1:1000 to improve ADA by 1% each year.	Student Engagement Parental involvement School climate	Daily monitoring of attendance Referrals of students to appropriate services when necessary Provide training for teachers and	School-wide	<ul style="list-style-type: none"> • Mediation sessions (funding from health programs office) • Referrals to district Primary Clinic for Physicals, Immunizations, and episodic care • Referrals to counseling (no funding needed) • Nutritional guidance 	Mediation sessions (funding from health programs office) Referrals to district Primary Clinic for Physicals, Immunizations, and episodic care (Health Programs	Mediation sessions (funding from health programs office) Referrals to district Primary Clinic for Physicals, Immunizations, and episodic care (Health Programs funded)

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			<p>staff on managing chronic disease</p> <p>Provide parent education sessions to inform parents about best practices in managing children's chronic health conditions to ensure consistent school attendance</p> <p>Provide ongoing mental health counseling medical and dental care for chronically absent students and families</p>		<p>and counseling provided.</p> <ul style="list-style-type: none"> Confidential information provided on mental, physical, and social health (no funding) Insurance outreach and CalFresh out-reach . 	<p>funded)</p> <p>Referrals to counseling (no funding needed) Nutritional guidance and counseling provided.</p> <p>Confidential information provided on mental, physical, and social health (no funding)</p> <p>Insurance outreach and CalFresh out-reach.</p>	<p>Referrals to counseling (no funding needed)</p> <p>Nutritional guidance and counseling provided.</p> <p>Confidential information provided on mental, physical, and social health (no funding)</p> <p>Insurance outreach and CalFresh out-reach.</p>

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
			Effectively market and promote services and programs offered through Healthy Start and PUSD Health Programs				
CWA	38) Increase utilization by schools of alternatives to suspension.	School Climate	On-going development of effective structures for alternatives to suspension	LEA-wide	All schools will be supported by CWAS in identifying appropriate consequences to discipline infractions <ul style="list-style-type: none"> •CWAS will work closely with school sites in their application of alternative disciplinary methods to address and correct specific behaviors. •Measures as such will address significant disproportionality of 	<ul style="list-style-type: none"> •All schools will be supported by CWAS in identifying appropriate consequences to discipline infractions •CWAS will work closely with school sites in their application of alternative disciplinary 	<ul style="list-style-type: none"> •All schools will be supported by CWAS in identifying appropriate consequences to discipline infractions •CWAS will work closely with school sites in their application of alternative disciplinary methods to address and

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	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: 2015-2016	Year 3: 2016-17
					suspension rates district-wide.	methods to address and correct specific behaviors. •Measures as such will address significant disproportionality of suspension rates district-wide.	correct specific behaviors. •Measures as such will address significant disproportionality of suspension rates district-wide.

Section 3 Priorities

<p>Hilda</p>	<p>39) Increase the % of parent/guardians completing the district client survey Comment; Should(39-41) be connected because they are all connected to PE?</p>	<p>Increase the % of parents or guardians in target groups who complete the district client survey</p>	<p>Parent Involvement Student Achievement</p>		<p>Central parent engagement staff works with school community assistants for increased outreach targeted groups Budget-\$XXXXXX</p>	<p>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services \$246,000</p>	<p>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services \$246,000</p>
<p>Hilda</p>	<p>40) Parents and guardians will be encouraged to provide input at a variety of school functions and provide guidance on the direction of future parent education topics. Comment: Every 2 years client survey (CHKS) to all students and parents in grades 5th-12th</p>	<p>Parent Involvement</p>	<p>School parent engagement teams will systematically inform parents and collect evaluation/input forms annually</p>	<p>All</p>	<p>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services Budget-\$20,000x 27=\$540,000</p>	<p>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</p>	<p>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</p>
<p>Hilda</p>	<p>41) Parents and guardians of African American students will indicate that they feel included and connected in the education of their children.</p>	<p>Parent Involvement</p>	<p>Develop African American family engagement plan and framework</p>	<p>All</p>	<p>Enlist services of consulting firm to develop engagement plan, framework and tools Collaborate with AAPC on engagement plan Budget-\$40,000</p>	<p>Implement African American Family Engagement plan with coordination by central parent engagement staff; professional development, classes</p>	<p>Implement African American Family Engagement plan with coordination by central parent engagement staff professional development, classes \$5,000</p>

						\$5,000	
Added based on comments 3/26 mtg	41A) Increase outreach and communication to parents and guardians as a means increasing the percentage of different families participating in the school community	Parent Involvement	Ensure that all sites are provided a Community Assistant for at least 50%				
CWA	42) Increase the percentage of students reporting they feel connected at our secondary schools	Student Engagement Student Achievement	CWAS will provide ongoing support & guidance to schools in their effort to implement interventions. Action related to reduction of bullying		Budget: \$20,000/annual for continued training and sustainability of Behavior RTI principles Each secondary school site will utilize a multi-tiered approach, based on Behavior RTI principles to solidify Tier I strategies of school-wide interventions and	<ul style="list-style-type: none"> Focus on intervention, as well as heightened social/emotional supports. 	Continued support by CWAS of ongoing coaching & guidance to schools in their effort to implement Behavior RTI.

					positive reinforcements.		
	43) GATE students' unique learning needs will be met and students' academic development will be maximized.	Student Achievement Student Engagement	GATE students will have access to a variety of enrichment learning opportunities offered within the school day in addition to differentiated instruction based on grade level core curriculum.	All	Estimated budget <ul style="list-style-type: none"> - Consultants (contracted specialized services) - Additional staff - Instructional materials - Transportation - Teacher supplemental (PD and certification) - \$150,000 		
	44) Strengthen support network for GATE students through collaboration and articulation between district staff, site administration, teachers, and GATE parents.	Parent Engagement	Upon initial GATE qualification, GATE students' parents will be invited to participate in a GATE orientation Continue professional development offerings to support teachers in offering appropriate instruction to GATE students.	All			

			Continue to support teachers' certification and recertification as GATE instructors.				
	45) Instruction within the district's Dual Language Immersion Program will be rigorous and reflect deep alignment with CCSS curriculum units.	Student Achievement Student Engagement	<p>Project Based Learning will be incorporated into DLIP classrooms and mainstream classrooms alike.</p> <p>DLIP teachers will have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels.</p>	All	<p>Hire DLIP TOSA s (4.0 FTE in total) to support curriculum development and professional development activities at all DLIP sites. Budget-\$400,000</p> <p>Commence online proficiency assessment. Budget \$10,000</p> <p>Purchase additional instructional materials in DLIP partner languages. \$100,000</p>		

			DLIP teachers will share a clear and consistent understanding of program curriculum, instructional practices, and content/objectives of the Common Core State Standards, the new ELD standards, and the World Language Standards.				
NEW	MA- What goal could this be included as an action 7?		Provide K-2 early intervention support programs to accelerate growth of EL's; prevention				
NEW	MA- What goal could this be included as an action		Provide intervention programs to improve reclassification/graduation rates of EL's to include school day support (1:1)				
NEW	MA- What goal could this be included as an action		Implementation of new ELD CCSS		Materials and PD Resource Teacher at each site		

NEW	<p>MA- What goal could this be included as an action</p> <p>Comment-new goal?— BP 6153 state that school sponsored trips supplement and enrich classroom learning experience, fieldtrips should be encouraged and money allocated</p>	Student Engagement?					
NEW	All students will have sufficient access to standards-aligned instructional materials.	Basic					
NEW	Establish 3-5 year deferred maintenance plan and implement 14-15 spending/work from that plan.	Basic					
NEW	All instructional staff will meet the qualifications for “Highly Qualified”	Basic					
NEW	Students will have more information and access to college and career choices on campus.						

Section 3 Priorities

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:	LEA				
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					
		<i>Students with Disabilities</i>					

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

- 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.

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. 1-03-14 [California Department of Education]