

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

Introduction:

LEA: Gustine Unified School District **Contact (Name, Title, Email, Phone Number):** Ronald Estes, Superintendent, restes@gustine.k12.ca.us, (209) 854-3784

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Starting in October 2013, multiple meetings were held at various locations throughout the district to gather stakeholder input regarding LCAP. GUSD hosted a district-wide LCFF Parent Evening in early October, and presented at School Site Council/ELAC meetings at Gustine High School, Romero Elementary and Gustine Elementary. Through these meetings an “LCFF Wish List” was compiled listing the most frequently suggested programs/support.</p> <p>At each of the meetings a “Local Control Funding Formula Survey” (LCFF Survey) was distributed in English and Spanish. The survey asked stakeholders to rank the 8 State Priorities in order of importance. A brief description of each priority was provided. The LCFF Survey also asked stakeholders for input regarding “programs you would like the district to continue to focus on or a new program or idea that you would like to see brought to GUSD.” Stakeholders were also asked to identify their affiliation to the district such as: classified staff, parent, certificated staff, student, board member, community member or other. This survey was also made available to stakeholder both in English and Spanish on the district website. The overall attendance at these meetings was low.</p> <p>In an effort to illicit more comprehensive stakeholder input, an additional stakeholder meeting was held in April 2014. This meeting had representatives from the elementary and the secondary level, parents and teachers, as well as a district union representative, and parents representing EL students. At this meeting, district-wide and school level data</p>	<p>Through the analysis of student data and the “LCFF Wish List” created by stakeholders, key themes emerged which were then crafted into the five district-wide goals. These five goals are: 1) increase student success in English Language Arts, math, science, social studies, and literacy, 2) recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary, 3) prepare students to be college and career ready, 4) create safe and welcoming learning environments where students are connected to their schools, and 5) engage parents, families and the community to support student success in school.</p> <p>The data from the LCFF Survey helped prioritize the five district goals. The survey data showed the following ranking of the 8 State Priorities: #1 Student Achievement, #2 Academic Standards, #3 Student Engagement, #4 School Climate, #5 Course Access, #6 Basic Services, #7 Parent Involvement, and #8 Other Student Outcomes. Basic Services was ranked higher at the High School due to the current state of the facilities and their need of repair.</p> <p>The “LCFF Wish List,” which summarizes the input from stakeholders, was then used to strategically create an implementation plan that would best support the growth and improvement of all students in GUSD. Most of what was suggested has been included to some degree into the plan. While not everything can be implemented in Year 1, some</p>

Involvement Process	Impact on LCAP
<p>were shared along with the five district goals derived from the data. Stakeholders were then asked to brainstorm what needed to be done to achieve the five district goals. In addition to these meetings with stakeholders, a special meeting was held with Gustine High School's incoming 9th Graders regarding their needs in order to be successful in high school.</p> <p>The DRAFT LCAP was posted on the Gustine Unified School District website in mid-May. In early June a stakeholder meeting was held at the District Office to collect input regarding the DRAFT LCAP. Each of the district's goals and actions were discussed and input was collected. Stakeholders were asked to write down any additional questions they had regarding the LCAP and submit those to the Superintendent so that he could respond to them in writing and post the responses on the District's website.</p>	<p>activities/programs have had to be postponed until Year 2 or Year 3.</p> <p>Many changes were made to the DRAFT LCAP based upon the feedback from the stakeholder meeting in June. For example, adjustments were made to actions 3.3 and 4.2. Three additional actions were added to support goal 5 (5.2, 5.3 and 5.4). Stakeholders also clarified the level of support above and beyond provided for low-income, English learners, foster youth and redesignated fluent English proficient students.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: District-wide 58.9 % of students in Grades 3-11 are scoring below proficient in English Language Arts, while 64.7% Socioeconomically Disadvantages, 72% English Learners and 78.6% Students with Disabilities scored below proficient.</p> <p>District-wide 56.8% of students in Grades 3-11 are scoring below proficient in Mathematics, while 61.4% Socioeconomically Disadvantages, 66.1% English Learners and 83% Students with Disabilities scored below proficient.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Performance standardized test • API • Share of EL that 	<p>Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.</p>	<p>ALL</p>	<p>LEA</p>	<p>1.1 Establish baseline performance on SMARTER Balanced Assessment. API will increase from 727 to 738. Common Core aligned curricular materials will be reviewed, piloted, and purchases. All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance.</p> <p>1.2 Establish baseline performance on</p>	<p>1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 750. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of instructional strategies will be evidenced through classroom observations.</p> <p>1.2 Performance on SMARTER Balanced Assessment will increase by 5%.</p>	<p>1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 760. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of writing strategies will be evidenced through classroom observations.</p> <p>1.2 Performance on SMARTER Balanced Assessment will increase by 5%.</p>	<p>State Priorities: 2. Implementation of State Standards 4. Student Achievement 8. Other School Outcomes</p> <p>Local Priorities: 1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential</p>	

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become English Proficient • EL reclassification rate • Implementation of CCSS • Other indicators of student performance in required areas of study. May include performance on other exams. Formula Survey					SMARTER Balanced Assessment. Increase the percent of EL students that become English proficient from 22.1% (less than 5 years) and 34.8% (5 years or more) to 25% and 40% respectively. Increase the percent of EL students meeting AMAO 1 from 50.3% to 60%. 1.3 Establish baseline of student performance using locally development benchmark assessments.	Increase the percent of EL students that become English proficient to 30% (less than 5 years) and 45% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 65%. 1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.	Increase the percent of EL students that become English proficient to 35% (less than 5 years) and 50% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 70%. 1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.	
Need: Due to the geographic	Goal 2: Recruit, hire, train and retain high-quality	ALL	LEA		2.1 Maintain 100% NCLB	2.1 Maintain 100% NCLB	2.1 Maintain 100% NCLB	State Priorities: 1. Basic Services

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<p>location of the district, it is often difficult to recruit support staff, teachers, and substitutes.</p> <p>Teachers and support staff need additional training and support to fully implement the rigorous demands of Common Core State Standards.</p> <p>Teachers and support staff also need additional support with specific strategies to support the learning needs of Socioeconomically Disadvantaged, English Learners and Students with Disabilities.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Rate of teacher misassignment • Implementation of CCSS • Student access to 	<p>staff who are committed, collaborative, caring and exemplary.</p>				<p>compliant All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance.</p> <p>2.2 Common Core aligned curricular materials will be reviewed, piloted, and purchases.</p>	<p>compliant Implementation of instructional strategies will be evidenced through classroom observations.</p> <p>2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p>	<p>compliant Implementation of writing strategies will be evidenced through classroom observations.</p> <p>2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p>	<p>2. Implementation of State Standards</p> <p>Local Priorities: 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. 7. Early identification of student learning and behavioral difficulties contribute to student success. 8. Students and staff respond positively to high expectations and recognition for their accomplishments. 9. Continuous school improvement is necessary to meet</p>

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standards aligned instructional materials								the needs of students in a changing economy and society. 11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning. 15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.
Need: Students are not ready for college after graduation, especially English Learners. Graduation rate is	Goal 3: Prepare students to be college and career ready.	ALL	LEA		3.1 Establish baseline data to determine the percent of students in ROP and Agricultural programs who	3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in	3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in	State Priorities: 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement

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<p>81.67%, however only 68.33% of English Learners graduate.</p> <p>20.5% of 12th grade graduates are completing all courses required for UC and/or CSU entrance with only 12.5% of males and 27.9% females.</p> <p>29% of 11th Graders taking the Early Assessment Program in English are "Ready for college/Ready for college-conditional."</p> <p>51% of 11th Grades taking the Early Assessment Program in Mathematics are "Ready for college-conditional" with 0% "Ready for college."</p> <p>Only 45 11th Graders took the Early Assessment Program in Mathematics. 24 of which were Socioeconomically</p>				<p>then pursue degrees and/or careers in related fields.</p> <p>3.2 Teachers will receive trainings in Project-Based Learning and the development of 21st Century Skills as evidenced by attendance.</p> <p>3.3 30% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>60% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;35% of</p>	<p>related fields as measured by locally developed assessments.</p> <p>3.2 Incorporation of Project-Based Learning and 21st Century Skills teaching methods will be evidenced through classroom observations.</p> <p>3.3 40% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>70% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or</p>	<p>related fields as measured by locally developed assessments.</p> <p>3.2 Incorporation of Project-Based Learning and 21st Century Skills teaching methods will be evidenced through classroom observations.</p> <p>3.3 50% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>80% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;55% of</p>	<p>7. Course Access</p> <p>Local Priorities: 3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society</p>	

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<p>Disadvantaged and only 1 English Learner.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Share of students that are college and career ready Share of students that pass Advanced Placement exams with 3 or higher Share of students determined prepared for college by the Early Assessment Program Implementation of CCSS Share of students determined prepared for college by the Early Assessment Program Middle school dropout rates 				<p>students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher from 21% to 30%. Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate to 10%.</p> <p>Increase high school graduation rate to 85%.</p> <p>3.4 Establish baseline data</p>	<p>above;45% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher to 35%. Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate to 5%.</p> <p>Increase high school graduation rate to 90%.</p> <p>3.4 Increase</p>	<p>students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher to 40%. Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate to <5%.</p> <p>Increase high school graduation rate to >90%.</p> <p>3.4 Increase students' abilities to use technology</p>		

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<ul style="list-style-type: none"> High school dropout rates High school graduation rates Student access and enrollment in all required areas of study 					using locally determine assessment regarding students' abilities to use technology effectively.	students' abilities to use technology effective by 5% as determined by local assessment.	effective by 5% as determined by local assessment.	
<p>Needs: A significant amount of students do not feel deeply connected to their school. 33% of 7th Graders and 42% of 9th Graders reported that they did not feel there was a teacher who really cared about them at their school.</p> <p>District-wide truancy rates where "low" when compared to county and state levels, however one school had a truancy rate of almost 40%.</p>	Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	ALL	LEA		<p>4.1 Establish baseline data as measured/reported through Williams Act.</p> <p>4.2 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100.</p> <p>Maintain expulsion rates of less than 5 per year.</p> <p>4.3 Establish</p>	<p>4.1 Decrease the number of Williams Act findings by 50%.</p> <p>4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 90.</p> <p>Maintain expulsion rates of less than 5 per year.</p> <p>4.3 Increase</p>	<p>4.1 100% Williams Act compliant.</p> <p>4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80.</p> <p>Maintain expulsion rates of less than 5 per year.</p> <p>4.3 Increase</p>	<p>State Priorities: 1. Basic Services 5. Student Engagement 6. School Climate</p> <p>Local Priorities: 4. A safe, nurturing environment is necessary for learning. 10. The diversity of the student population and staff enriches the learning experiences for all students.</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Metrics:</p> <ul style="list-style-type: none"> Facilities in good repair Chronic absenteeism rates Student suspension rates Student expulsion rates School attendance rates Other local measures 					<p>"Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.</p> <p>4.4 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100.</p> <p>Maintain expulsion rates of less than 5 per year.</p>	<p>student participation in "Student Events" by 10%.</p> <p>4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 90.</p> <p>Maintain expulsion rates of less than 5 per year.</p>	<p>student participation in "Student Events" by 10%.</p> <p>4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80.</p> <p>Maintain expulsion rates of less than 5 per year.</p>	
<p>Need: A very low percentage of parents attend/participate in school activities.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Efforts to seek 	Goal 5: Engage parents, families and the community to support student success in school.	All	LEA		<p>5.1 Establish baseline data regarding the percent of parents attending school events as measured by informal counts/sign-in.</p> <p>5.2 Establish baseline data</p>	<p>5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.</p> <p>5.2 Increase the percent of parents attending school events by</p>	<p>5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.</p> <p>5.2 Increase the percent of parents attending school events by</p>	<p>State Priorities: 3. Parent Involvement</p> <p>Local Priorities: 5. Parents/guardians have a right and an obligation to participate in their child's schooling. 6. The ability of</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> parent input Promotion of parental participation 					regarding the percent of parents attending school events as measured by informal counts/sign-in.	5% as measured by informal counts/sign-in.	5% as measured by informal counts/sign-in.	children to learn is affected by social, health, and economic conditions and other factors outside the classroom. 13. The community provides an essential resource to the educational program. 14. Effective communication with all stakeholders helps build support for the schools.

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.	<p>State Priorities: 2. Implement ation of State Standards 4. Student Achieveme nt 8. Other School Outcomes</p> <p>Local Priorities: 1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve</p>	1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA		<p>-----</p> <p>\$49,000 Professional development (2 days per teacher) focused on the implementation of CCSS LCFF</p> <p>\$15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF</p> <p>\$4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>\$15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p>	<p>\$18,00 Additional Common Core aligned curriculum materials LCFF</p> <p>\$49,000 Professional development (2 days per teacher) Title II LCFF</p> <p>\$15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF</p> <p>\$4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>\$15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p>	<p>\$18,00 Additional standards aligned curriculum materials LCFF</p> <p>\$49,000 Professional development (2 days per teacher) LCFF</p> <p>\$15,400 Continued funding of substitute daily rate increase to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF</p> <p>\$4,500 Continued funding of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>\$15,000 Continued funding of a Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	to his/her fullest potential				-----	\$25,000 Development and training in the area of writing instruction LCFF	-----
		1.2 Class size reduction	LEA		\$280,000 4 new teaching positions LCFF	\$291,000 Continued funding of 4 teaching positions LCFF	\$302,000 Continued funding of 4 teaching positions LCFF
		1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten	LEA		\$12,000 TK instructional materials LCFF	-----	-----
Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.	State Priorities: 1. Basic Services 2. Implementation of State Standards Local Priorities: 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-	2.1 Attract and retain high quality staff.	LEA		\$135,000 Increase base salary and provide on-going professional development and support LCFF (See Goal 1)Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF	\$135,000 Continued funding LCFF (See Goal 1)Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF	\$135,000 Continued funding LCFF (See Goal 1)Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>quality education that challenges the student to achieve to his/her fullest potential.</p> <p>7. Early identification of student learning and behavioral difficulties contribute to student success.</p> <p>8. Students and staff respond positively to high expectations and recognition for their accomplishments.</p> <p>9. Continuous school improvement is necessary to meet the needs of students in a changing economy and</p>	<p>2.2 Provide on-going job embedded professional development and support.</p>	<p>LEA</p>		<p>(See Goal 1) Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>(See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p> <p>(See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF</p>	<p>(See Goal 1) Maintenance of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>(See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p> <p>(See Goal 1) Professional development (2 days per teacher) Title II</p>	<p>(See Goal 1) Continued funding of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>(See Goal 1) Continued funding of Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p> <p>(See Goal 1) Professional development (2 days per teacher) LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>society.</p> <p>11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.</p> <p>15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.</p>						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 3: Prepare students to be college and career ready.	State Priorities: 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement 7. Course Access Local Priorities: 3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society	3.1 Offer students a wide variety of classes that support both college and career pathways.	LEA		\$89,955 Maintenance of current ROP and Agricultural programs. LCFF	\$95,000 Maintenance of current ROP and Agricultural programs. LCFF	\$100,000 Maintenance of current ROP and Agricultural programs LCFF
		3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	LEA		\$15,000 Professional development and materials that support the implementation of Project-Based Learning and the development of 21st Century Skills. LCFF ----- (See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF -----	----- (See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) Title II (See Goal 1) Development and training in the area of writing instruction LCFF	----- (See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) LCFF -----
		3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	LEA		\$42,450 College and Career Readiness Coordinator 60% LCFF	\$44,100 Retain College and Career Readiness Coordinator 60% LCFF	\$45,750 Continued funding of College and Career Readiness Coordinator (60%) LCFF
		3.4 Incorporate technology into the classroom.	LEA		-----	\$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. LCFF	\$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?			
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	State Priorities: 1. Basic Services 5. Student Engagement 6. School Climate Local Priorities: 4. A safe, nurturing environment is necessary for learning. 10. The diversity of the student population and staff enriches the learning experiences for all students.	4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA		-----	\$60,000 Provide regular maintenance and repair school facilities. LCFF	\$60,000 Provide regular maintenance and repair school facilities. LCFF	
		4.2 Provide more regularly available counseling and health services to students.	LEA		-----	\$77,600 Continued funding for MFCC Counselor (HS/ Middle School) 80% LCFF \$22,000 Increase Health Clerk time LCFF \$23,000 Continued funding for increase Health Clerk time LCFF \$24,000 Increase School Nurse time to one additional day per week LCFF ----- \$75,200 Hire MFCC Counselor (Elementary) 80% LCFF	\$80,000 Continued funding for MFCC Counselor (HS/ Middle School) 80% LCFF \$24,000 Continued funding for increase Health Clerk time LCFF \$27,500 Continued funding for increase School Nurse LCFF \$77,600 Continued funding for MFCC Counselor (Elementary) 80% LCFF	
		4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.	LEA			\$3,000 Stipends for teacher(s) to coach/organize various Student Events. LCFF	\$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events. LCFF	\$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events LCFF
		4.4 Provide School Resource Deputy to ensure the safety of students and staff.	LEA			\$10,000 (Romero) LCFF	\$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. LCFF	\$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 5: Engage parents, families and the community to support student success in school.	<p>State Priorities: 3. Parent Involvement</p> <p>Local Priorities: 5. Parents/guardians have a right and an obligation to participate in their child's schooling. 6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom. 13. The community provides an essential resource to the educational program.</p>	5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement.	LEA		<p>No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF</p> <p>(See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF</p>	<p>No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF</p> <p>(See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF</p>	<p>No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF</p> <p>(See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF</p>
		5.2 Provide resources/services to parents	LEA		<p>\$500 Healthy Smiles (3x per year) LCFF</p> <p>\$400 Public/Community Services Fair LCFF</p> <p>\$400 Parenting Classes LCFF</p> <p>\$5,000 Behavioral Management Parenting Class LCFF</p>	<p>\$500 Healthy Smiles (3x per year) LCFF</p> <p>-----</p> <p>\$400 Parenting Classes LCFF</p> <p>-----</p>	<p>\$500 Healthy Smiles (3x per year) LCFF</p> <p>\$400 Public/Community Services Fair LCFF</p> <p>\$400 Parenting Classes LCFF</p> <p>\$5,000 Behavioral Management Parenting Class LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	14. Effective communication with all stakeholders helps build support for the schools.						

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)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.	State Priorities: 2. Implementation of State Standards 4. Student Achievement 8. Other School Outcomes Local Priorities: 1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic.	Low Income	LEA		\$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF -----	\$2,000 Continued support for intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF \$2,500 Summer Enrichment Program LCFF	\$2,000 Continued support for intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF \$2,500 Summer Enrichment Program LCFF
		English Learner	LEA		\$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF	\$2,000 Continued support for intervention curriculum LCFF	\$2,000 Continued support for intervention curriculum LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	high-quality education that challenges the student to achieve to his/her fullest potential				<p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p> <p>\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF</p> <p>\$21,225 College & Career Readiness Coordinator (30%) LCFF</p> <p>-----</p>	<p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p> <p>\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF</p> <p>\$22,050 College & Career Readiness Coordinator (30%) LCFF</p> <p>\$2,500 Summer Enrichment Program LCFF</p>	<p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p> <p>\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF</p> <p>\$22,875 College & Career Readiness Coordinator (30%) LCFF</p> <p>\$2,500 Summer Enrichment Program LCFF</p>
		Foster Youth	LEA		<p>\$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF</p> <p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p>	<p>\$2,000 Continued support for intervention curriculum LCFF</p> <p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p>	<p>\$2,000 Continued support for intervention curriculum LCFF</p> <p>\$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF ----- -----	\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF \$19,400 MFCC "Foster Youth Coordinator" (20%) LCFF \$18,800 MFCC "Foster Youth Coordinator" Elementary (20%) LCFF \$2,500 Summer Enrichment Program LCFF	\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF \$20,000 MFCC "Foster Youth Coordinator" (20%) LCFF \$19,400 MFCC "Foster Youth Coordinator" Elementary (20%) LCFF \$2,500 Summer Enrichment Program LCFF
		Redesignated Fluent English Proficient	LEA		\$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$7,075 College and Career Readiness Coordinator (10%) LCFF -----	\$2,000 Continued support for intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$7,350 College and Career Readiness Coordinator (10%) LCFF \$2,500 Summer Enrichment Program LCFF	\$2,000 Continued support for intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF \$7,625 College and Career Readiness Coordinator (10%) LCFF \$2,500 Summer Enrichment Program LCFF
Goal 2: Recruit, hire, train and retain high-quality staff	State Priorities: 1. Basic	Low Income	LEA				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
who are committed, collaborative, caring and exemplary.	Services 2. Implementation of State Standards	English Learner	LEA		\$2,000 ELD Standards/ Instructional Strategies professional development LCFF	\$2,000 ELD Standards/ Instructional Strategies professional development LCFF	\$2,000 ELD Standards/ Instructional Strategies professional development LCFF
		Foster Youth					
	Local Priorities: 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. 7. Early identification of student learning and behavioral difficulties	Redesignated Fluent English Proficient	LEA		\$2,000 ELD Standards/ Instructional Strategies professional development LCFF	\$2,000 ELD Standards/ Instructional Strategies professional development LCFF	\$2,000 ELD Standards/ Instructional Strategies professional development LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>contribute to student success.</p> <p>8. Students and staff respond positively to high expectations and recognition for their accomplishments.</p> <p>9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.</p> <p>11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.</p> <p>15. Accountability for the district's</p>						

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.</p>						
<p>Goal 3: Prepare students to be college and career ready.</p>	<p>State Priorities: 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement 7. Course Access</p> <p>Local Priorities:</p>						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society						
Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	<p>State Priorities: 1. Basic Services 5. Student Engagement 6. School Climate</p> <p>Local Priorities: 4. A safe, nurturing environment is necessary for learning. 10. The diversity of the student population</p>						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	and staff enriches the learning experiences for all students.						
Goal 5: Engage parents, families and the community to support student success in school.	State Priorities: 3. Parent Involvement Local Priorities: 5. Parents/guardians have a right and an obligation to participate in their child's schooling. 6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the	Low Income					
		English Learner	LEA		\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF \$5,000 Latino Family Literacy (Elementary) LCFF	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF \$5,000 Latino Family Literacy (Elementary) LCFF	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF \$5,000 Latino Family Literacy (Elementary) LCFF
		Foster Youth					
		Redesignated Fluent English Proficient	LEA		\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	classroom. 13. The community provides an essential resource to the educational program. 14. Effective communication with all stakeholders helps build support for the schools.						

- 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.)
- The funding for 2014-15, generated by the number of eligible students—unduplicated low-income, EL, and foster youth, totals \$1,161,566.
 - Currently, 83.74% of GUSD's students are considered "eligible" as defined by the state's unduplicated count. Subsequently, all GUSD students will have the opportunity to educationally benefit from increased and improved services as they relate to meeting all students' academic, social, and personal needs, while continuing to target and provide for our most needy.
 - GUSD's unduplicated count of eligible students exceeds the state's 55% threshold; therefore, GUSD will use LCFF funds to support a combination of district-wide and site-specific initiatives that include targeted academic interventions and enrichment, reduction of class sizes, increased technology to enhance student engagement and teacher instruction, college and career readiness, and professional development.
 - A total of \$762,727 has been allocated directly to school sites from the Local Control Formula Funding which will be used to continue employing support personnel to meet the needs of targeted subgroups as well as provide additional materials and resources or other areas of support.
 - Funds have been allocated in the district's budget to support other LCAP goals related to student interventions, professional development, enrichment, safety, and technology.

- 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.

Gustine Unified's MPP for 2014-2015 is 14%. The district will provide additional curricular materials, support staff, and services to support low-income, English Learners and foster youth students across the district. Intervention curriculum in the areas of math and English Language Arts will be purchased and implemented with an emphasis on English Learners. Additional funding will be provided to each school site based on the number of qualifying students at that school. Each school site will determine how to best use these funds to meet the needs of their students by providing additional support through instructional aides, tutoring, and/or by purchasing additional intervention programs/curriculum. Teachers will receive professional development specifically addressing the new ELD Standards and key instructional strategies to support English Learners. A new position, College and Career Readiness Coordinator, will be added. Thirty percent of the College and Career Readiness Coordinator's time will be dedicated to working with English Learners. An additional 10 percent of the College and Career Readiness Coordinator's time will be dedicated to supporting redesignated fluent English proficient students. The district is also going to provide a "Parent Liaison" who will provide translation at meetings and translate other school communications. At the Elementary level, the district will provide a Latino Family Literacy program to help families of English Learners learn about the importance of literacy and strategies to help their students become literate. The MPP 14% will be met by the district through providing additional intervention and curricular materials, added support staff, and additional support for parents.

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.