

South San Francisco Unified School District

2014 - 2015
Local Control and Accountability Plan



Local Control and Accountability Plan

District: South San Francisco Unified

County-District (CDS) Code: 41-69070

Superintendent: Mr. Alejandro Hogan

Date of this Adopted Plan: June 27, 2014

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Introduction:

LEA: South San Francisco Unified School District Contact: Alejandro Hogan, Superintendent, ahogan@ssfusd.org , 650-877-8700 LCAP Yr: 2014-15

South San Francisco Unified School District is extremely proud of the work that went into the Local Control Accountability Plan (LCAP). This plan represents the hard work of not only District staff, but all of our stakeholders. Although South San Francisco Unified School District is not receiving additional funds under the new funding formula, Local Control Funding Formula (LCFF), this new law allowed our District to come together with all of our stakeholders to define our beliefs and values by stating which actions to take and services to provide in order to align its goals with the eight State priority areas.

This LCAP is a strategic roadmap for improved outcomes for students. It is designed around aligning the five large goals established by the Board of Trustees on February 27, 2014 with the eight State priorities areas as described below. Added to these goals are the many actions and requisite budgeted dollars that will help our District to achieve these goals. The goals are:

1. **STUDENT ACHIEVEMENT:** Each student will be provided with an array of rigorous academic learning experiences that will allow them to become well-rounded citizens of the community.
 - a. All students will demonstrate proficiency on local, state, and/or national level assessments.
 - b. All students will graduate prepared for college and/or careers.
 - c. All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.
2. **PROFESSIONAL DEVELOPMENT:** The District will plan and implement a coherent staff development program for classified employees, certificated staff members, and the District's leadership that will be aligned with the components of the Board of Trustees' vision and goals.
 - a. All classified support staff will participate in relevant and targeted professional development and training opportunities that address the enhancement of their current job skills and provide opportunities for career advancement.
 - b. All teachers and other certificated staff will participate in professional development trainings that enhance their teaching. This will effectively prepare our students for college, career, and lifelong readiness.
 - c. All district administrators, managers, and supervisors will provide leadership in their field, model best practices, and incorporate research-based strategies into their area of oversight.
 - d. All District Trustees will stay informed regarding current educational initiatives at the State and Federal levels in order to provide resources and direction to ensure that the District's professional development plans support those initiatives and that the staff development conducted addresses the components of the Board of Trustees' vision and goals.
3. **COMMUNICATION:** The District will cultivate a caring and inclusive relationship with the community, engaging parents to become active participants in their children's learning experiences.
 - a. The Superintendent and Board of Trustees will become better informed on current topics that affect the district.
 - b. Establish a communication forum and format with easy access to parents and community to receive information on the many activities, programs and initiatives at the different school sites and at the District level.
4. **TECHNOLOGY:** The District and Board will implement appropriate policies for students and staff to ensure that technology is strategically used as the District continues to enhance its technological capacity.
 - a. The administration will propose and the Board will adopt policies that address the proper use of technology by students and staff.
 - b. The District will continue to follow and implement the three-year roadmap for the evolution of the use of instructional technology by teachers and students and align this plan with other components of the District's planning process including the Facilities Master Plan.

5. **RESOURCE MANAGEMENT:** The District will continue to maintain a solvent budget, including a stable reserve to support decisions made in the best interest of the students.
- a. The District will establish an Education Foundation.
 - b. The District will continue to maintain a solvent budget including a stable reserve to support decisions made in the best interest of the students.
 - c. Continue to build capacity to attract, retain and promote employees at all levels of responsibility.

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>South San Francisco Unified School District followed a four-step process to engage with stakeholders in development of our LCAP:</p> <p>Step 1: Inform</p> <p>We had a special Board meeting on 10/3 to discuss LCFF and LCAP updates and impacts. During this meeting, we informed the Board that we would be hosting informational sessions on the LCFF/LCAP at various sites across the district. We asked the principals to get the message out to their site staffs and parents about these meetings. The goal of these sessions was to ensure that our community was informed about the new law and its impact on our school district. All stakeholders were invited to attend these meeting including parents, students, school faculty</p>	<p>Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.</p>

<p>and staff, and union representatives. These engagements included four large community meetings hosted by district office staff:</p> <p>October 23, 2013 @ 5:30 pm - Meeting took place at Ponderosa Elementary School; Baden Continuation High School, Monte Verde Elementary School and Buri Buri Elementary School were invited</p> <p>October 23, 2013 @ 7:00 pm - meeting took place at El Camino High School; Sunshine Gardens Elementary School and Parkway Heights Middle School were invited</p> <p>November 5, 2013 @ 5:30 pm - meeting took place at Skyline Elementary School; Alta Loma Middle School, Westborough Middle School, and Junipero Serra Elementary School were invited</p> <p>November 5, 2013 @ 7:00 pm - Los Cerritos Elementary School; Spruce Elementary, Martin Elementary, and South San Francisco High School were invited</p>	
<p>Step 2: Listen</p> <p>During this step in the process, we hosted a series of stakeholder engagement meetings to collect feedback on strategies to address the eight priority areas. We hosted meetings for our parents in the evening to be inclusive of various staff and community member’s schedules and we hosted staff-only meetings to allow the focus of particular meetings to center on district employee needs.</p> <p>During the meetings we broke into small groups, usually no more than 15 people, and participants were asked to respond to a series of questions related to the state’s eight priority areas and the districts ideas about how to address them. Participants were asked to give feedback on the district ideas as well as to suggest new ideas for the district to consider. Careful notes were taken during these meetings to capture both the feedback on the priority areas, as well as on the suggested strategies to improve conditions in our school district. Following is a list of these meetings:</p> <p>March 24, 2014, Budget Advisory Committee - Parent Advisory Committee</p> <p>March 25, 2014, Classified Personnel</p> <p>March 25, 2014, Certificated Personnel</p> <p>March 26, 2014, Administrative Personnel</p>	<p>These sessions provided the district with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our strategy development for the LCAP.</p> <p>These sessions served an additional function of providing a venue for community voice and signaled the new way that our district will be working with the community to develop our LCAPs.</p>

<p>March 31, 2014, Parents, DLAC</p> <p>April 1, 2014, CTA/CSEA/AFT Leadership</p> <p>April 1, 2014, PTA Council</p> <p>We also hosted an online parent and community survey for community members unable to attend engagement meetings. The survey ran for one week and asked questions about the state priority areas as well as district initiatives.</p>	
<p>Step 3: Draft</p> <p>During this phase, District Office staff (Cabinet) reviewed all the feedback on District goals and strategies, as well as the strategies most important to the community. Feedback indicated a strong alignment with previously establish Board goals and provided some new important strategies to be considered. For each of the Board goals and Sub goals, the Cabinet identified data and metrics to measure progress towards each goal as shown in Section 2 of the LCAP. Strategies selected were aligned with Board goals, current district priorities, and budget for inclusion in the LCAP.</p> <p>Strategies identified during the listening phase:</p> <p>Student Achievement - support for electives, technology for students, enrichment activities, reduced class sizes, block schedule at middle schools</p> <p>Student Engagement - support for electives, reduced class sizes, anti-bullying programs with other schools, parent education classes, enrichment activities, counseling services</p> <p>School Climate - before/after school programs for middle school, support for electives, co-curricular activities, campus safety, counseling services</p> <p>Basic Services - higher salaries, better health care, support for electives, staff recruitment and retention</p> <p>Common Core - reduced class sizes, extended day for planning time, summer school, teacher salaries, student computer ratios, keyboard training</p>	<p>The information developed during this phase led directly to progress indicators and actions that appear in this LCAP.</p>

<p>Step 4: Refine</p> <p>The Superintendent of the South San Francisco Unified School District shared the draft LCAP during the regularly scheduled Board meeting on May 8, 2014.</p> <p>Immediately following the Board meeting, beginning on May 9th – May 27th , the draft LCAP was viewable on the district website and copies were made available for review at each school site. From the website, an email address was provided to allow for comments: LCAPcomments@ssfusd.org . At the school sites, the draft LCAP document was available for review and accompanied by comment cards for use by parents and community members wanting to provide their feedback. Comment cards were given to Principals during the comment window. District staff took note of the comments submitted and adjusted the LCAP, where possible, to align with that feedback.</p> <p>The proposed LCAP was presented during a hearing at the regularly scheduled Board meeting on June 12, 2013. In addition, at the same Board meeting, the hearing on the preliminary 14/15 budget was held. On June 16th, the Superintendent posted his written responses to questions and comments regarding the LCAP.</p> <p>The final LCAP and District Budget were adopted at a regular board meeting on June 26, 2014.</p>	<p>This final stage of our community engagement will serve to refine an LCAP that was heavily influenced by community feedback throughout the process.</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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal Area 1: Student Achievement								
Identified Need: Sites use a variety of school discipline approaches and programs. The number of students being expelled and suspended has been decreasing but still the numbers are too high. We have no uniform data on incidents of bullying. We want to ensure that students are fully engaged (emotionally and physically) in their education to ensure growth in student outcomes. Metrics used will include Expulsion Rate, school discipline approaches and programs, suspension rates	All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all	All	All	We need to begin collecting data on bullying incidents on each site, for initial cases and repeat offenders to establish a baseline	Students will become more fully engaged in their educational experiences as evidenced by: Incidents of bullying baseline numbers identified ; Expulsion and suspension numbers continue to decrease	• Continue from Year 1	• Continue from Year 1	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate
Identified Need: Currently 63.8% of students are proficient /advanced in English Language Arts and 66.3% in Mathematics. Low SES students are 53.5% proficient or advanced in ELA, English Learners are 52.9% in ELA and there is no data for Foster Youth. Low SES students are 58.4% proficient or advanced in Math, English Learners are 59.7% and there is no data for Foster Youth. Community input received, referenced the need to maintain or possibly add elective classes to be offered allowing students to have a more well-rounded education. Metrics will include CELDT data, EL reclassification rate, formative assessments, Observation and site walkthrough data,	All students will demonstrate proficiency on local, state and/or national level assessments	All	All	We will begin getting data for Foster Youth starting in 2014 and analyze available data for growth in achievement ; We will analyze available student data for growth; Analyze the number of	Student achievement will be raised as evidenced by: SBAC formative assessments baseline indicates student readiness for the tests; District administered benchmarks; Increase in numbers of ELs reclassified	Student Achievement will be raised as evidenced by: SBAC baseline data; SBAC benchmark assessment increases; Reclassification of EL data	Student achievement data will be raised as evidenced by: 5% SBAC benchmark assessments increase; Reclassification of ELs data	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate

benchmark tests and common embedded assessments, Smarter Balance Assessments, SPSA				students taking elective classes; We will work towards decreasing the number of long-term ELs				
Identified Need: 94% of SSFUSD students graduate from High School. 7.89% of students attend CTE courses in 17 CTE courses provided. 30% of students enrolled in AP classes grades 11-12. We will begin looking at all data disaggregated by targeted students. We want all students to graduate prepared for college and career. Metrics will include AP passing rate, graduation rate, observation of student engagement and student projects, grade distribution reports, senior capstone projects	All students will graduate prepared for college and/or careers	All	High School	Continue to look at graduation rates; CTE enrollment and CTE offerings. Will look at enrollment in Accelerated math pathways, students taking A-G courses, and AP Courses	Increasing numbers of students will graduate prepared for college/careers as evidenced by: 5-10% increase in CTE enrollment; Baseline year for Accelerated Pathways; Increase in students completing A-G classes; Maintain graduation rates	Increasing numbers of students will graduate prepared for college/careers as evidenced by: 5-10% increase in CTE enrollment; Maintain Math Pathways enrollment	Increasing numbers of students will graduate prepared for college/careers as evidenced by: 5-10% increase in CTE enrollment; Increase Math pathways enrollment by 3%	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate
Goal Area 2: Professional Development								
Identified Need: We know that for students to succeed they must have access to high quality support staff. Support staff need high quality professional development. Currently classified staff are provided limited opportunities for voluntary professional development. Metrics will include number of classified staff participating in professional development opportunities	All classified support staff will participate in relevant and targeted professional development and training opportunities that address the enhancement of their current job skills and provide opportunities for career advancement	All	All	(No Annual Update Defined)	Students will have greater number of high quality support staff as evidenced by: What professional development is being offered and to which job categories for classified staff; Increases in the numbers of classified staff participating in professional development opportunities	Continue from Year 1	Continue from Year 2	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate
Identified Need: To best prepare our teachers for rigorous Common Core implementation they must have access to high quality professional development. Currently teachers have begun to participate in CCSS professional development which must continue over the next several years if students are to be successful	All teachers and other certificated staff will participate in professional development trainings that enhance their teaching. This will effectively prepare our	All	All	(No Annual Update Defined)	More students will benefit from highly trained teachers as evidenced by: 90% of Professional Development	More students will benefit from highly trained teachers as evidenced by: 92% of Professional	• Maintain year 2 metrics	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other

with these new standards. Metrics will include number of certificated staff participating in CCSS professional development	students for college, career and lifelong readiness.				Evaluations will demonstrate learning; Increases in the number of participants in professional development	Development Evaluations will demonstrate learning; Maintain increase in number of participants		Student Outcomes, Student Engagement, School Climate
Identified Need: To best serve students, all administrators must be fully credentialed, and currently not all administrators have their Tier II Clear Administrative credential. Additionally, to support students and teachers in the implementation of the CCSS, administrators must continue their professional development in the areas of leadership and the CCSS. Metrics used will include number of administrators with clear Tier II Admin. credentials, and number of administrators participating in professional development in the areas of leadership and CCSS.	All district administrators, managers, and supervisors will provide leadership in their field, model best practices, and incorporate research-based strategies into their areas of oversight.	All	All	Numbers of administrators that have Clear Credential	More students will benefit from highly trained administrators as evidenced by: 100% of administrators will have their Tier II Professional Administrative Clear Credential ; Increase in the number of participants in professional development	More students will benefit from highly trained administrators as evidenced by: 100% of administrators will have their Tier II Professional Administrative Clear Credential; Increase in the number of participants in professional development	More students benefit from highly trained administrators as evidenced by: 100% of administrators will have their Tier II Professional Administrative Clear Credential; Increase in the number of participants in professional development	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate
Identified Need: Due to constant changes in public education, the Board feels they need more information to stay current. Metric used will include number of trainings attended by Board members.	All District Trustees will stay informed regarding current educational initiatives at the State and Federal levels in order to provide resources and direction to ensure that the District's professional development plans support those initiatives and the staff development conducted addresses the components of the Board of Trustees' vision and goals.	All	All	Need to create self-evaluation tool and log of PD offerings	Students will benefit when the School Board is current on those areas that most effect student lives and outcomes as evidenced by: baseline document that highlights which Board members have completed Masters In Governance and other CSBA trainings	Students will benefit when the School Board is current on those areas that most effect student lives and outcomes as evidenced by: Maintaining and increasing Board awareness and understanding of issues related to public education as measured by self-evaluations	Maintain Year 2	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate

Goal Area 3: Communication								
Identified Need: Students perform better when their parents and guardians are knowledgeable about school programs and activities. Currently, there are limited opportunities for parents to receive information related to student progress and school programs due to sporadic and inconsistent use of current technologies. Metrics used will include number of parents accessing on-line systems, Parent Climate Survey results, parent engagement events attendance	Establish a communication forum and format with easy access to parents and community to receive information on the many activities, programs and initiatives at the different school sites and at the District level.	All	All	Will monitor by the built-in measures of each social medium the number of people accessing	Student will be successful as evidenced by opportunities for their parents to be involved: Baseline data for year 1 to include numbers of parents accessing student progress information; attendance at parent engagement events	Student will be successful as evidenced by opportunities for their parents to be involved: Increase numbers of parents accessing system by 10%	• Maintain Year 2 measures	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate
Identified Need: Due to constant changes in public education, the Board feels they need more information to stay current. Metric used will include number of trainings attended by Board members, Board survey results	The Superintendent and Board of Trustees will become better informed on current topics that affect the district.	All	All	(No Annual Update Defined)	Students will benefit when the School Board is current on those areas that most effect student lives and outcomes as evidenced by: baseline document that highlights which Board members have completed Masters In Governance and other CSBA trainings	Students will benefit when the School Board is current on those areas that most effect student lives and outcomes as evidenced by: Maintaining Board awareness and understanding of issues related to public education	Maintain Year 2	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate
Goal Area 4: Technology								
Identified Need: If students are to appropriately learn and participate in CCSS activities and assessments as well as develop 21st century learning skills, the proper use of technology must be constantly addressed and evolve as students and staff utilize technology for these purposes. The Board has begun the process and must continue to look at policies for students and staff that will allow these technologies to be used appropriately. Metrics used will include board adopted policies, implementation of policies at district high schools, compliant use of technology by students and staff	The administration will propose and the Board will adopt policies that address the proper use of technology by students and staff.	All	All	Need to create baseline on how policies are being implemented	Students success will be enhanced by clear and meaningful technology policies as evidenced by: Collect baseline implementation data from the High School; Collect baseline implementation data from the staff	Students success will be enhanced by clear and meaningful technology policies as evidenced by: Increase in compliance of both students and staff	• Maintain Year 2	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate

<p>Identified Need: The District is finishing the Year 1 implementation of the infrastructure part of the Technology Roadmap, but has not started the Instructional Technology part. Metrics used will include stability of network services, student computer ratios, number of classroom based technology activities, utilization of on-line technological services</p>	<p>The District will continue to follow and implement the three-year roadmap for the evolution of the use of instructional technology by teachers and students and align this plan with other components of the District’s planning process including the Facilities Master Plan.</p>	<p>All</p>	<p>All</p>	<p>Completion of steps in the Technology Roadmap,Need to create baseline metrics for technology usage</p>	<p>Students will become more adept at using technology for learning experiences as evidenced by: Baseline data for student and staff technology usage; Completion of Year 2 roadmap Infrastructure implementation activities</p>	<p>Students will become more adept at using technology for learning experiences as evidenced by: 100% fully useable network• Increase student and staff technology usage</p>	<p>• See year 2</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate</p>
<p>Goal Area 5: Resource Management</p>								
<p>Identified Need: Through the community engagement process, it was noted that attracting and retaining employees was of high value. Student outcomes benefit from a stable employee base. Currently 2/3 of classified hiring is promotional. Teachers and administrators have not had any furlough days in the last three years. Classified employees were financially compensated for previous furlough days. There has been site administrator turnover. The District must increase its efforts to attract and retain staff so that students have the best employees working for them on their behalf. Metrics used will include staff retention numbers</p>	<p>Continue to build capacity to attract, retain and promote employees at all levels of responsibility.</p>	<p>All</p>	<p>All</p>	<p>Monitor employee retention across all groups</p>	<p>Student outcomes are enhanced when high quality staff is hired and retained as evidenced by: Employee retention numbers will be monitored and increased</p>	<p>Student outcomes are enhanced when high quality staff is hired and retained as evidenced by: Employee retention numbers will be monitored and increased</p>	<p>Student outcomes are enhanced when high quality staff is hired and retained as evidenced by: Employee retention numbers will be monitored and increased</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>
<p>Identified Need: Currently the District has a solvent budget and a stable reserve. It is critical that it maintain this in the future. Metrics used will include positive certification of budget and interim reports, positive fund balances, budget approval by SMCOE</p>	<p>The District will continue to maintain a solvent budget including a stable reserve to support decisions made in the best of interest of students</p>	<p>All</p>	<p>All</p>	<p>Positive certification from the County; Tracking deficit spending; Positive fund balance; County acceptance of LCAP and budget</p>	<p>Student opportunities and outcomes are enhanced as evidenced by: Positive certification from the County; Positive Fund balance; County Acceptance of LCAP and budget</p>	<p>Student opportunities and outcomes are enhanced as evidenced by: Positive certification from the County; Positive Fund balance; County Acceptance of LCAP and budget</p>	<p>Student opportunities and outcomes are enhanced as evidenced by: Positive certification from the County Positive Fund balance County Acceptance of LCAP and budget</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>

<p>Identified Need: Providing viable alternative funding sources to ensure that all students have a well-rounded education that promotes high achievement for all is critical. In previous years, the District had been connected with the Foundation for Youth group. This foundation is no longer able to support District initiatives. The District needs to look for other foundational support. Metric used will include progress status of district foundation</p>	<p>The District will establish an Education Foundation</p>	<p>All</p>	<p>All</p>	<p>Creation of a district foundation</p>	<p>Student opportunities are increased as evidenced by: the report of the feasibility study for the creation of an Educational Foundation</p>	<p>Student opportunities are increased as evidenced by: •Establishment of Educational Foundation</p>	<p>• See Year 2</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>
<p>Identified Need: The district recognizes that student achievement is supported by safe and modern facilities. There is always a need for upgrades to facilities. The district has begun upgrades to facilities that will support both students and staff. Metrics used will include implementation of Measure J bond projects and maintenance funding levels</p>	<p>The district will provide safe and modern facilities that support students and staff.</p>	<p>All</p>	<p>All</p>	<p>Implementation of Bond timeline and plan</p>	<p>Meeting timeline for identified projects</p>	<p>Meeting timeline for identified projects</p>	<p>Meeting timeline for identified projects and updates to Facilities Master Plan</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal Area 1: Student Achievement							
All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Analyze Discipline data on a monthly/bi-monthly basis	LEA	(No Annual Update Defined)	Analyze Discipline data on a monthly/bi-monthly basis	Analyze Discipline data on a monthly/bi-monthly basis	Analyze Discipline data on a monthly/bi-monthly basis
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Continue to provide counseling services to meet graduation requirements and to monitor levels of intervention for behavior issues - services include academic and short-term behavioral counseling, both certificated and classified staff	LEA	(No Annual Update Defined)	Continue to provide counseling services to meet graduation requirements and to monitor levels of intervention for behavior issues Est. Cost: \$1.8M Source: Prop 30	Continue to provide counseling services to meet graduation requirements and to monitor levels of intervention for behavior issues	Continue to provide counseling services to meet graduation requirements and to monitor levels of intervention for behavior issues
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Create a system to review the number of suspensions and expulsions by subgroups with emphasis on low SES, ELs and foster youth on a quarterly basis	LEA	(No Annual Update Defined)	Create a system to review the number of suspensions and expulsions by subgroups with emphasis on low SES, ELs and foster youth on a quarterly basis	Create a system to review the number of suspensions and expulsions by subgroups with emphasis on low SES, ELs and foster youth on a quarterly basis	Create a system to review the number of suspensions and expulsions by subgroups with emphasis on low SES, ELs and foster youth on a quarterly basis

All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Establish a district committee to investigate Restorative Justice initialing targeting district high schools.	LEA	(No Annual Update Defined)	Establish a district committee to investigate Restorative Justice	Maintain the established committee to investigate Restorative Justice	Maintain the established committee to investigate Restorative Justice
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Identify and explore implementation of site safety recommendations from the Safety AdHoc committee	LEA	(No Annual Update Defined)	Identify and explore implementation of site safety recommendations from the Safety AdHoc committee Est. Cost: \$??? Source: One-time FB	Identify and explore implementation of site safety recommendations from the Safety AdHoc committee	Identify and explore implementation of site safety recommendations from the Safety AdHoc committee
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain and /or increase the positive discipline strategies in each school - services include student services, student welfare and attendance, site attendance clerical support	LEA	(No Annual Update Defined)	Maintain and /or increase the positive discipline strategies in each school Est. Cost: \$720,000 Source: Base	Maintain and /or increase the positive discipline strategies in each school	Maintain and /or increase the positive discipline strategies in each school
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain and explore expanding co-curricular opportunities at all grade levels - services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities, and other special projects	LEA	(No Annual Update Defined)	Maintain and explore expanding co-curricular opportunities at all grade levels Est. Cost:\$ 500,000 Source: Base	Maintain and explore expanding co-curricular opportunities at all grade levels	Maintain and explore expanding co-curricular opportunities at all grade levels

All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain level of health services support and campus security - services include district nursing services, health techs, campus security personnel	LEA	(No Annual Update Defined)	Maintain level of health services support and campus security Est. Cost:\$1.1M Source: Base Donations	Maintain level of health services support and campus security	Maintain level of health services support and campus security
See above	Basic Services, Common Core State Standards, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain school site leadership and support for all sites - services include site administration, site clerical, site custodial, classroom instructional supplies, site support services	LEA	(No Annual Update Defined)	Maintain school site leadership and support for all sites Est. Cost:\$ 6.8M Source: Base	Maintain school site leadership and support for all sites	Maintain school site leadership and support for all sites
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives - services include character awareness programs	LEA	(No Annual Update Defined)	Promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives	Promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives	Promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives
All students will demonstrate proficiency on local, state and/or national level assessments	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Create an 8 period block scheduling at the Middle Schools to allow students to take elective classes - services include 6.0 FTE's (2 per MS)	LEA	(No Annual Update Defined)	Create an 8 period block scheduling at the Middle Schools to allow students to take elective classes Est. Cost:\$525,000 Source: Base	Maintain an 8 period block schedule at the Middle Schools to allow students to take elective classes	Create an 8 period block scheduling at the Middle Schools to allow students to take elective classes

All students will demonstrate proficiency on local, state and/or national level assessments	Common Core State Standards, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Curriculum and Instructional Specialists will provide direct support on research based instructional strategies - services include 1 FTE TOSA support	LEA	(No Annual Update Defined)	Curriculum and Instructional Specialists will provide direct support on research based instructional strategies Est. Cost:\$96,000 Source: Title II	Curriculum and Instructional Specialists will provide direct support on research based instructional strategies	Curriculum and Instructional Specialists will provide direct support on research based instructional strategies
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Implement the Common Core using district focused strategies, assessments, and instructional materials - services include professional development, instructional materials	LEA	(No Annual Update Defined)	Implement Common Core strategies, assessments and instructional materials Est. Cost: \$1.2M Source: Prop 30 c/o CCSS	Maintain Common Core strategies, assessments and instructional materials	Maintain Common Core strategies, assessments and instructional materials
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Investigate expanding the Summer Parkway model to all three Middle Schools	LEA	(No Annual Update Defined)	Investigate expanding the Summer Parkway model to all three Middle Schools	Investigate expanding the Summer Parkway model to all three Middle Schools	Investigate expanding the Summer Parkway model to all three Middle Schools
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain and explore increasing before, during, and after school academic interventions	LEA	(No Annual Update Defined)	Maintain and explore increasing before, during, and after school academic interventions Est. Cost: \$175K Source: Base 180	Maintain and explore increasing before, during, and after school academic interventions	Maintain and explore increasing before, during, and after school academic interventions
See above	Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain current alternative educational programs - services include alternative education high school, community day school, adult education opportunities, Saturday school, home teaching, and summer school opportunities	LEA	(No Annual Update Defined)	Maintain current alternative educational programs Est. Cost: \$2.2M Source: Base, WIA(Fed), Adult Ed Fees	Maintain current alternative educational programs	Maintain current alternative educational programs

All students will demonstrate proficiency on local, state and/or national level assessments	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain Summer "Kickoff to Kindergarten" program for eligible students based on level of grant funding	LEA	(No Annual Update Defined)	Maintain Summer "Kickoff to Kindergarten" program for eligible students based on level of grant funding	Maintain Summer "Kickoff to Kindergarten" program for eligible students based on level of grant funding	Maintain Summer "Kickoff to Kindergarten" program for eligible students based on level of grant funding
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maximize student information systems for data analysis - services include data analyst personnel, student information system, data analysis programs	LEA	(No Annual Update Defined)	Maximize student information systems for data analysis Est. Cost:\$302,000 Source: Base	Maximize student information systems for data analysis	Maximize student information systems for data analysis
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	PLC meetings (including data analysis conferences) at site and district levels will focus on the 4 PLC questions as they relate to all students but specifically ELs , low SES and foster youth	LEA	(No Annual Update Defined)	PLC meetings (including data analysis conferences) at site and district levels will focus on the 4 PLC questions as they relate to all students but specifically ELs , low SES and foster youth	PLC meetings (including data analysis conferences) at site and district levels will focus on the 4 PLC questions as they relate to all students but specifically ELs , low SES and foster youth	PLC meetings (including data analysis conferences) at site and district levels will focus on the 4 PLC questions as they relate to all students but specifically ELs , low SES and foster youth
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Provide an on-line credit recovery program for SSFHS low performing students - services include additional part-time paraprofessional, 1.0 FTE (from 14/15 current staffing), on-line program license	LEA	(No Annual Update Defined)	Provide an on-line credit recovery program for high school low performing students Est. Cost: \$35,000 Source: Base	Provide an on-line credit recovery program for high school low performing students, explore expanding to ELCHS	Provide an on-line credit recovery program for high school low performing students

All students will demonstrate proficiency on local, state and/or national level assessments	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Provide school year and extended school year educational services for Special Education students - services include special education administration, clerical support, certificated teaching staff, certificated support staff, classified staff, transportation, NPS services	LEA	(No Annual Update Defined)	Provide school year and extended school year educational services for Special Education students Est. Cost:\$17.8M Source: SpEd (State & Fed) Base	Provide school year and extended school year educational services for Special Education students	Provide school year and extended school year educational services for Special Education students
See above	Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Provide standards aligned instructional materials as defined by the state and district	LEA	(No Annual Update Defined)	Provide standards aligned instructional materials as defined by the state and district Est. Cost:\$600,000 Source: Base	Provide standards aligned instructional materials as defined by the state and district Est. Cost:\$ 935,000 Source: Base	Provide standards aligned instructional materials as defined by the state and district Est. Cost: \$1.7M Source: Base
All students will graduate prepared for college and/or careers	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Identify and train staff on CTE data entry	LEA	(No Annual Update Defined)	Identify and train staff on CTE data entry	Identify and train staff on CTE data entry	Identify and train staff on CTE data entry
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Continue with CTE committee to identify other funding sources, recruit SES students for Math pathways, and identify programs that will support our EL, low SES and foster youth students	LEA	(No Annual Update Defined)	Continue with CTE committee to identify other funding sources, recruit SES students for Math pathways, and identify programs that will support our EL, low SES and foster youth	If grants applied for in Year 1 come to fruition, increase CTE offerings and enrollment with access and recruitment for all students but particularly for ELs, SES, and foster youth	If grants applied for in Year 1 come to fruition, increase CTE offerings and enrollment with access and recruitment for all students but particularly for ELs, SES, and foster youth

All students will graduate prepared for college and/or careers	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Curriculum Instruction Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses – services include 1.0 FTE TOSA support	LEA	(No Annual Update Defined)	C&I Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses Est. Cost:\$96,000 Source: Title II	C& Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses	C& Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Explore expanding utilization of AVID strategies - maintain current staffing	LEA	(No Annual Update Defined)	Explore expanding utilization of AVID strategies	Explore expanding utilization of AVID strategies	Explore expanding utilization of AVID strategies
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain and explore increasing Advanced Placement Courses utilizing current staffing	LEA	(No Annual Update Defined)	Increase Advanced Placement Courses	Maintain Advanced Placement Courses	Maintain Advanced Placement Courses

Goal Area 2: Professional Development							
All classified support staff will participate in relevant and targeted professional development and training opportunities that address the enhancement of their current job skills and provide opportunities for career advancement	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Administer needs assessments for each department	LEA	(No Annual Update Defined)	Administer needs assessments for each department	Administer needs assessments for each department	Administer needs assessments for each department
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Outside experts will provide professional development opportunities	LEA	(No Annual Update Defined)	Outside experts will provide professional development opportunities Est. Cost: \$10,000 Source: Base	Create an annual calendar of professional development offerings	Create an annual calendar of professional development offerings
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Provide targeted offerings based on needs assessment - services included current on-line offerings	LEA	(No Annual Update Defined)	Continue to offer current offerings and provide targeted offerings based on needs assessment Est. Cost: \$30,000 Source: Base	Provide targeted offerings based on needs assessment	Provide targeted offerings based on needs assessment
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Train a staff member to keep track of data	LEA	(No Annual Update Defined)	Train a staff member to keep track of data	Maintain trained staff member to keep track of data	Maintain trained staff member to keep track of data

<p>All teachers and other certificated staff will participate in professional development trainings that enhance their teaching. This will effectively prepare our students for college, career and lifelong readiness.</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate</p>	<p>C&I specialists will facilitate and/or provide direct and targeted PD for CCSS and other District Initiatives to sites (costs of TOSA support embedded in other areas)</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>C&I specialists will facilitate and/or provide direct and targeted PD for CCSS and other District Initiatives to sites</p>	<p>Refine and maintain strategies from Year 1</p>	<p>Refine and maintain strategies from Year 1</p>
<p>See above</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate</p>	<p>Create and maintain a library of Professional Development Resources</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Create and maintain a library of Professional Development Resources</p>	<p>Refine and maintain strategies from Year 1</p>	<p>Refine and maintain strategies from Year 1</p>
<p>See above</p>	<p>Basic Services, Common Core State Standards, Student Achievement, Other Student Outcomes, Student Engagement, School Climate</p>	<p>Maintain classroom walkthrough protocols</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Maintain classroom walkthrough protocols</p>	<p>Refine and maintain classroom walkthrough protocols</p>	<p>Refine and maintain classroom walkthrough protocols</p>
<p>See above</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate</p>	<p>Outside experts will provide professional development opportunities (costs embedded in other CCSS training areas)</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Outside experts will provide professional development opportunities</p>	<p>Refine and maintain strategies from Year 1</p>	<p>Refine and maintain strategies from Year 1</p>

All teachers and other certificated staff will participate in professional development trainings that enhance their teaching. This will effectively prepare our students for college, career and lifelong readiness.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Participation in PLC collaborations	LEA	(No Annual Update Defined)	Participation in PLC collaborations	Refine and maintain strategies from Year 1	Refine and maintain strategies from Year 1
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Solicit and collect data on PD needs around District initiatives	LEA	(No Annual Update Defined)	Solicit and collect data on PD needs around District initiatives	Refine and maintain strategies from Year 1	Refine and maintain strategies from Year 1
All district administrators, managers, and supervisors will provide leadership in their field, model best practices, and incorporate research-based strategies into their areas of oversight.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Investigate needed staffing to facilitate program implementation and monitoring	LEA	(No Annual Update Defined)	Investigate needed staffing to facilitate program implementation and monitoring Est. Cost: \$60,000 Source: Base	Investigate needed staffing to facilitate program implementation and monitoring	Investigate needed staffing to facilitate program implementation and monitoring
See above	Basic Services, Implementation of Common Core State Standards, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Participation in PLC collaboration and training	LEA	(No Annual Update Defined)	Participation in PLC collaboration and training	Participation in PLC collaboration and training	Participation in PLC collaboration and training

All district administrators, managers, and supervisors will provide leadership in their field, model best practices, and incorporate research-based strategies into their areas of oversight.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Provide up to 5 release days to attend Tier II Administrative Credential classes	LEA	(No Annual Update Defined)	Provide up to 5 release days to attend Tier II Administrative Credential classes	Provide up to 5 release days to attend Tier II Administrative Credential classes	Provide up to 5 release days to attend Tier II Administrative Credential classes
All District Trustees will stay informed regarding current educational initiatives at the State and Federal levels in order to provide resources and direction to ensure that the District's professional development plans support those initiatives and the staff development conducted addresses the components of the Board of Trustees' vision and goals.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Board of Trustees will participate in CSBA trainings including Masters Governance	LEA	(No Annual Update Defined)	Board of Trustees will participate in CSBA trainings including Masters Governance Est. Cost:\$7,500 Source: Base	Board of Trustees will participate in CSBA trainings including Masters Governance	Board of Trustees will participate in CSBA trainings including Masters Governance
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	LEA	(No Annual Update Defined)	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest

Goal Area 3: Communication							
Establish a communication forum and format with easy access to parents and community to receive information on the many activities, programs and initiatives at the different school sites and at the District level.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Develop consistent messaging strategies and protocols for parent and community communications outreach - services include public relations as a part of student services office	LEA	(No Annual Update Defined)	Develop consistent messaging strategies and protocols for parent and community communications outreach	Maintain and assess Year 1 strategies	Maintain and assess Year 2 strategies
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Develop positive news stories for regional media in English and Spanish	LEA	(No Annual Update Defined)	Develop positive news stories for regional media in English and Spanish	Maintain and assess Year 1 strategies	Maintain and assess Year 2 strategies
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Establish Social Media information opportunities	LEA	(No Annual Update Defined)	Establish Social Media information opportunities	Maintain and assess Year 1 strategies	Maintain and assess Year 2 strategies
See above	Basic Services, Common Core State Standards, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Expand EL parent outreach	LEA	(No Annual Update Defined)	Expand EL parent outreach	Maintain and assess Year 1 strategies	Maintain and assess Year 2 strategies

Establish a communication forum and format with easy access to parents and community to receive information on the many activities, programs and initiatives at the different school sites and at the District level.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Explore the possibility of adding parent information on instruction and assessment on the District's You Tube channel	LEA	(No Annual Update Defined)	Explore the possibility of adding parent information on instruction and assessment on the District's You Tube channel	Maintain parent information on instruction and assessment on the District's You Tube channel	Maintain parent information on instruction and assessment on the District's You Tube channel
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Implement a system of online access for parents to obtain student progress information and school activities - services to include consistent on-line parent portal, phone outreach services	LEA	Will monitor by the built-in measures of each social medium the number of people accessing	Implement a system for online access for parents to obtain student progress information and school activities Est. Cost: \$21,000 Source: Base	Maintain and refine the system of online access for parents to obtain student progress information and school activities	Maintain and refine the system of online access for parents to obtain student progress information and school activities
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Improve website utilization	LEA	(No Annual Update Defined)	Improve website utilization	Maintain and assess Year 1 strategies	Maintain and assess Year 1 strategies

The Superintendent and Board of Trustees will become better informed on current topics that affect the district.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Board of Trustees will participate in CSBA trainings including Masters Governance	LEA	(No Annual Update Defined)	Board of Trustees will participate in CSBA trainings including Masters Governance Est. Cost:\$7,500 Source: Base	Board of Trustees will participate in CSBA trainings including Masters Governance	Board of Trustees will participate in CSBA trainings including Masters Governance
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	LEA	(No Annual Update Defined)	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest	Superintendent and the Board will participate in Quarterly Study Sessions related to topics of need and interest
Goal Area 4: Technology							
The administration will propose and the Board will adopt policies that address the proper use of technology by students and staff.	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Create metric for tracking utilization of student and parent use of social media	LEA	(No Annual Update Defined)	Create metric for tracking utilization of student and parent use of social media	Maintain and refine metric for tracking utilization of student and parent use of social media	Maintain and refine metric for tracking utilization of student and parent use of social media
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	High School Principals will update Student handbooks and implement a student "Bring Your Own Device" plan	LEA	Need to create baseline on how policies are being used	High School Principals will update Student handbooks and implement a student "Bring Your Own Device" plan	High School Principals will maintain a student "Bring Your Own Device" plan; will explore adding Middle Schools to the plan	Maintain and refine strategies for Year 2

The administration will propose and the Board will adopt policies that address the proper use of technology by students and staff.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Update all parent, student, and employee notifications on new technology policies	LEA	(No Annual Update Defined)	Update all parent, student and employee notifications on new technology policies	Maintain and refine strategies for Year 1	Maintain and refine strategies for Year 2
The District will continue to follow and implement the three-year roadmap for the evolution of the use of instructional technology by teachers and students and align this plan with other components of the District's planning process including the Facilities Master Plan.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Complete an inventory of current hardware and compatibility with network	LEA	Completion of steps in the Technology Roadmap, Need to create baseline metrics for technology usage	Complete an inventory of current hardware and compatibility with network	Provide a stable accessible network	Provide a stable accessible network
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Align technology plans, facility plans, and other technology documents	LEA	(No Annual Update Defined)	Align technology plans, facility plans, and other technology documents	Maintain strategies from Year 1	Maintain strategies from Year 2
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Enhance the utilization of the student information system	LEA	(No Annual Update Defined)	Enhance the utilization of the student information system	Maintain strategies from Year 1	Maintain strategies from Year 2

The District will continue to follow and implement the three-year roadmap for the evolution of the use of instructional technology by teachers and students and align this plan with other components of the District's planning process including the Facilities Master Plan.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Develop and implement a scope and sequence for instructional technology and computer applications in grades K - 12 - services include .4 FTE for coding at Middle Schools and .5 FTE Coordinator	LEA	(No Annual Update Defined)	Implement Instructional Technology curriculum at the Middle School and develop capacity to support Instructional Technology throughout the grade levels Est. Cost: \$100,000 Source: Base	Develop capacity to support Instructional Technology throughout the grade levels	Investigate increase of Instructional Technology Staff Support
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Increase classroom based technology activities - services include site CTI instructional technology support staff to facilitate program implementation	LEA	(No Annual Update Defined)	Maintain/Increase classroom based technology activities Est. Cost:\$40,000 Source: Base	Maintain/increase classroom based technology activities	Maintain/increase classroom based technology activities
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Increase district bandwidth to 10 gigabits	LEA	(No Annual Update Defined)	Increase district bandwidth to 10 gigabits Est. Cost: ?? Source: One-time FB	Maintain strategies from Year 1	Maintain strategies from Year 2

See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain support for library/media centers at the middle and high schools and increase support for library/media centers at the elementary sites with new Measure J provided library buildings - services to include 13/14 level of district paid library/media support staff for middle and high schools, new 3 1/2 hr classified library/media techs for new elementary library buildings	LEA	(No Annual Update Defined)	Maintain support for library/media centers at the middle and high schools and increase support for library/media centers at the elementary sites with new Measure J provided library buildings Est. Cost:\$750,000 Source: Base	Maintain support for library/media centers at the middle and high schools and increase support for library/media centers at the elementary sites with new Measure J provided library buildings Est. Cost:\$820,000 Source: Base	Maintain support for library/media centers at the middle and high schools and increase support for library/media centers at the elementary sites with new Measure J provided library buildings Est. Cost:\$875,000 Source: Base
Goal Area 5: Resource Management							
Continue to build capacity to attract, retain and promote employees at all levels of responsibility.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Increase employee compensation - negotiated costs for 14/15 are embedded in the personnel costs included in other areas of this plan	LEA	(No Annual Update Defined)	Increase employee compensation	Explore increases to employee compensation	Explore increases to employee compensation
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Maintain and refine support for new teachers through BTSA - services to include 2.0 FTE support providers, .5 FTE coordinator, and/or SMCOE support	LEA	(No Annual Update Defined)	Maintain and refine support for new teachers through BTSA Est. Cost:\$250,000 Source: Base	Maintain and refine support for new teachers through BTSA	Maintain and refine support for new teachers through BTSA

See above	Basic Services, Common Core State Standards, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching - services include all regular education certificated teachers and related certificated staff costs	LEA	(No Annual Update Defined)	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching Est. Cost:\$30M Source: Base	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching
Continue to build capacity to attract, retain and promote employees at all levels of responsibility	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Partner with CSU East Bay to provide support for certificated staff to obtain administrative credential	LEA	(No Annual Update Defined)	Partner with CSU East Bay to provide support for certificated staff to obtain administrative credential	Maintain strategies from Year 1	Maintain strategies from Year 1
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Provide access to specialized additional training for classified employees - services include access to current on-line offerings	LEA	(No Annual Update Defined)	Provide access to specialized additional training for classified employees	Maintain Strategies from Year 1	Maintain Strategies from Year 1
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Provide financial support to ensure that all administrators have a clear Tier II professional administrative credential	LEA	(No Annual Update Defined)	Provide financial support to ensure that all administrators have a clear Tier II professional administrative credential Est. Cost: \$15,000 Source: Base	Provide financial support to ensure that all administrators have a clear Tier II professional administrative credential	Provide financial support to ensure that all administrators have a clear Tier II professional administrative credential

See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Review and refine employee evaluation systems	LEA	(No Annual Update Defined)	Review and refine employee evaluation systems	Review and refine employee evaluation systems	Review and refine employee evaluation systems
Continue to build capacity to attract, retain and promote employees at all levels of responsibility.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Utilize Health Task Force to review current benefit offerings	LEA	(No Annual Update Defined)	Utilize Health Task Force to review current benefit offerings	Maintain Strategies from Year 1	Maintain Strategies from Year 1
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Utilize multiple employee recruitment methods especially for high need areas - services include attendance at recruitment fairs, use of on-line application system	LEA	(No Annual Update Defined)	Utilize multiple employee recruitment methods especially in high need areas Est. Cost: \$2,000 Source: Base	Maintain strategies from Year 1	Maintain Strategies from Year 1

<p>The District will continue to maintain a solvent budget including a stable reserve to support decisions made in the best of interest of students</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>	<p>Adhere to the LCAP plan and budget</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Adhere to the LCAP plan and budget</p>	<p>Adhere to the LCAP plan and budget</p>	<p>Adhere to the LCAP plan and budget</p>
<p>See above</p>	<p>Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>	<p>Continue the District Budget Advisory Committee acting as the Parent Advisory Committee</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Continue the District Budget Advisory Committee acting as the Parent Advisory Committee</p>	<p>Continue the District Budget Advisory Committee acting as the Parent Advisory Committee</p>	<p>Continue the District Budget Advisory Committee acting as the Parent Advisory Committee</p>
<p>See above</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>	<p>Continue to provide transparent budget information to all stakeholders</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Continue to provide transparent budget information to all stakeholders</p>	<p>Maintain year 1</p>	<p>Maintain year 1</p>
<p>See above</p>	<p>Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate</p>	<p>Follow procedures in the business procedures manual and other related documents</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Follow procedures in the business procedures manual and other related documents</p>	<p>Follow procedures in the business procedures manual and other related documents</p>	<p>Follow procedures in the business procedures manual and other related documents</p>

The District will continue to maintain a solvent budget including a stable reserve to support decisions made in the best of interest of students	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Increase participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	LEA	(No Annual Update Defined)	Increase participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	Maintain participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	Maintain participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Maintain district office support to provide oversight and basic operating services to all schools and departments - services include Board, Superintendent, Human Resources, Business Services, Educational Services, Technology Services	LEA	(No Annual Update Defined)	Maintain district office and district educational services support to provide oversight and basic operating services to all schools and departments Est. Cost:\$6.1M Source: Base	Maintain district office and district educational services support to provide oversight and basic operating services to all schools and departments	Maintain district office and district educational services support to provide oversight and basic operating services to all schools and departments
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Monitor and evaluate budgets to stay within budgetary means	LEA	(No Annual Update Defined)	Monitor and evaluate budgets to stay within budgetary means	Monitor and evaluate budgets to stay within budgetary means	Monitor and evaluate budgets to stay within budgetary means
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Spend one-time money on one-time expenditures	LEA	(No Annual Update Defined)	Spend one-time money on one-time expenditures	Spend one-time money on one-time expenditures	Spend one-time money on one-time expenditures

The District will establish an Education Foundation	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Explore all legal ramifications for the creation of the Foundation	LEA	(No Annual Update Defined)	Explore all legal ramifications for the creation of the Foundation	If feasible, recruit Foundation Board members to Initiate the Foundation	Establish the Foundation
The District will provide safe and modern facilities that support students and staff.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Continue to implement Measure J projects	LEA	(No Annual Update Defined)	Continue to implement Measure J projects	Continue to implement Measure J projects	Continue to implement Measure J projects and update Facilities Master Plan on completion of Measure J projects
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Maintain school facilities in good repair - services include grounds, maintenance, facilities support staff	LEA	(No Annual Update Defined)	Maintain school facilities in good repair Est. Cost:\$4M Source: Base	Maintain school facilities in good repair	Maintain school facilities in good repair
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Research and identify additional funding sources to provide for future maintenance and construction of facilities	LEA	(No Annual Update Defined)	Research and identify additional funding sources to provide for future maintenance and construction of facilities	Maintain Year 1 strategies	Maintain Year 1 strategies

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal Area 1: Student Achievement							
All students will demonstrate proficiency on local, state and/or national level assessments	Basic Services Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Assess efficacy of the Community Liaison positions for services to ELs, low SES and foster youth - services include maintaining current level of district liaison & site liaison EL student support	LEA	(No Annual Update Defined)	Assess efficacy of the Community Liaison positions for services to ELs, low SES and foster youth Est. Cost: \$185,500 Source: Base	Assess efficacy of the Community Liaison positions for services to ELs, low SES and foster youth	Assess efficacy of the Community Liaison positions for services to ELs, low SES and foster youth
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Continue to train staff on assessment and data analysis with a focus on EL, low SES, and foster youth	LEA	(No Annual Update Defined)	Continue to train staff on assessment and data analysis with a focus on EL, low SES, and foster youth	Continue to train staff on assessment and data analysis with a focus on EL, low SES, and foster youth	Continue to train staff on assessment and data analysis with a focus on EL, low SES, and foster youth
See above	Basic Services , Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Enhance supplemental English Language Immersion opportunities - services include certificated FTE's, Classified paraprofessionals	LEA	(No Annual Update Defined)	Enhance supplemental English Language Immersion opportunities Est. Cost \$330,000 Source : Base	Enhance supplemental English Language Immersion opportunities	Enhance supplemental English Language Immersion opportunities

All students will demonstrate proficiency on local, state and/or national level assessments	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Implement a supplemental EL newcomer pathway - services include Certificated FTE's, Classified paraprofessionals	LEA	(No Annual Update Defined)	Implement a supplemental EL newcomer pathway Est. Cost::\$360,000 Source: Base	Maintain and/or enhance the supplemental EL newcomer pathway	Maintain and/or enhance the supplemental EL newcomer pathway
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain and/or increase base level EL support services at sites - services include bilingual paraprofessionals (increased to 180 days), current level of EL Sections to MS and HS (11 sections total)	LEA	(No Annual Update Defined)	Maintain EL support services at sites Est. Cost: \$410,000 Source: Base	Maintain EL support services at sites	Enhance English Language Services at the high schools for English Immersion
See above	Basic Services,Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain a Summer intervention program for Migrant students	LEA	(No Annual Update Defined)	Maintain a Summer intervention program for Migrant students Est. Cost:\$16,000 Source: Migrant	Maintain a Summer intervention program for Migrant students	Maintain a Summer intervention program for Migrant students
See above	Basic Services,Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain interventions for Migrant students - services include before and after school interventions, migrant liaison	LEA	(No Annual Update Defined)	Maintain interventions for Migrant students Est. Cost: \$87,000 Source: Migrant	Maintain interventions for Migrant students	Maintain interventions for Migrant students
See above	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain SES services for student tutoring as required by Title I	LEA	(No Annual Update Defined)	Maintain SES services for student tutoring as required by Title I Est. Cost: \$95,000 Source: Title I	Maintain SES services for student tutoring as required by Title I	Maintain SES services for student tutoring as required by Title I

All students will demonstrate proficiency on local, state and/or national level assessments	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Maintain/provide academic center and/or site intervention support for low performing SES students	LEA	(No Annual Update Defined)	Maintain/provide academic center and/or site intervention support for low performing SES students Est. Cost:\$175,000 Source: Base 180	Maintain/provide academic center and/or site intervention support for low performing SES students	Maintain/provide academic center and/or site intervention support for low performing SES students
All students will graduate prepared for college and/or careers	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Continue with CTE committee to identify other funding sources, recruit SES students for Math pathways, and identify programs that will support our EL, low SES and foster youth students	LEA	(No Annual Update Defined)	Continue with CTE committee to identify other funding sources, recruit SES students for Math pathways, and identify programs that will support our EL, low SES and foster youth	If grants applied for in Year 1 come to fruition, increase CTE offerings and enrollment with access and recruitment for all students but particularly for ELs, SES, and foster youth	If grants applied for in Year 1 come to fruition, increase CTE offerings and enrollment with access and recruitment for all students but particularly for ELs, SES, and foster youth
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Curriculum Instruction Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses – services include 1.0 FTE TOSA support	LEA	(No Annual Update Defined)	C&I Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses	C& Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses	C& Specialist will provide direct support to teachers of English Learners, Foster youth and low SES students to help facilitate recruitment for Math Pathways, implement AVID like strategies, and access A-G courses
Goal Area 2: Professional Development							
All teachers and other certificated staff will participate in professional development trainings that enhance their teaching. This will effectively prepare our students for college, career and lifelong readiness.	Basic Services, Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, School Climate	Specific PD will be offered for strategies that support English Learners, low SES students and Foster youth	LEA	(No Annual Update Defined)	Specific PD will be offered for strategies that support English Learners, low SES students and Foster youth Est. Cost: \$40,000 Source: Base CCSS	Refine and maintain strategies from Year 1	Refine and maintain strategies from Year 1

Goal Area 3: Communication							
Establish a communication forum and format with easy access to parents and community to receive information on the many activities, programs and initiatives at the different school sites and at the District level.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Expand EL parent outreach	LEA	(No Annual Update Defined)	Expand EL parent outreach	Maintain and assess Year 1 strategies	Maintain and assess Year 2 strategies
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Explore the possibility of adding parent information on instruction and assessment on the District's You Tube channel	LEA	(No Annual Update Defined)	Explore the possibility of adding parent information on instruction and assessment on the District's You Tube channel	Maintain parent information on instruction and assessment on the District's You Tube channel	Maintain parent information on instruction and assessment on the District's You Tube channel
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Implement a system of online access for parents to obtain student progress information and school activities - services to include consistent on-line parent portal, phone outreach services	LEA	Will monitor by the built-in measures of each social medium the number of people accessing	Implement a system for online access for parents to obtain student progress information and school activities	Maintain and refine the system of online access for parents to obtain student progress information and school activities	Maintain and refine the system of online access for parents to obtain student progress information and school activities

Goal Area 5: Resource Management							
Continue to build capacity to attract, retain and promote employees at all levels of responsibility.	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching - services include all regular education certificated teachers and related certificated staff costs	LEA	(No Annual Update Defined)	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching	Maintain the appropriate assignment of teachers; all teachers will be fully credentialed in the subject areas and for the pupils they are teaching
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Utilize multiple employee recruitment methods especially for high need areas - services include attendance at recruitment fairs, use of on-line application system	LEA	(No Annual Update Defined)	Utilize multiple employee recruitment methods especially in high need areas	Maintain strategies from Year 1	Maintain Strategies from Year 1
See above	Basic Services, Implementation of Common Core State Standards, Course Access, Student Achievement, Other Student Outcomes, Parental Involvement, Student Engagement, School Climate	Increase participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	LEA	(No Annual Update Defined)	Increase participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	Maintain participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)	Maintain participation of parents in the District English Learner Advisory Committee (DELAC) acting as the English Learner Parent Advisory Committee (ELPAC)

- 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 district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

South San Francisco Unified School District maintains its status as a Basic Aid district and therefore did not receive an increase in funds in the LCAP year through the Local Control Funding Formula (LCFF). However, the District is expending funds beyond the amount it would have received to provide supplemental services as outlined in Section 3B of this document to our unduplicated students (i.e. English learners, SES, foster youth, migrant, etc).

- 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.

South San Francisco Unified School District maintains its status as a Basic Aid district and therefore did not receive an increase in funds in the LCAP year through the Local Control Funding Formula (LCFF). However, the District is expending funds beyond the amount it would have received to provide supplemental services as outlined in Section 3B of this document to our unduplicated students (i.e. English learners, SES, foster youth, migrant, etc). These services provided an improved service for these pupils in proportion to what the increase in funding would have provided.

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.