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### Local Control and Accountability Plan and Annual Update

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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

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#### State Priorities

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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:**

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.

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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
Beginning in November 2013 through June 2014, the Adelanto Elementary School District gathered input from the following stakeholder groups: students, parents, teachers, local bargaining units, principals, administrators, community members, DELAC & DAC representatives, Special Education Advisory Committee members, and District management teams.	The Adelanto Elementary School District developed goals to address the 8 state priorities. These goals embody the LCAP's focus on the <b>3 State categories: 1. Conditions of Learning 2. Pupil Outcomes 3. Engagement.</b>
PowerPoint presentations, handouts of 8 state priorities, and District data	LCAP goals were established through a Strategic Planning process that involved all stakeholder groups: students, parents, teachers, principals, administrators, community members, DELAC & DAC representatives, Special Education Advisory Committee members

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<p>PowerPoint presentations, handouts of 8 state priorities, and District data comprised of state and local metrics were shared with all stakeholders. District website included a link to LCFF/LCAP information.</p>	<p>LCAP goals were established through a Strategic Planning process that involved all stakeholder groups: students, parents, teachers, principals, administrators, community members, DELAC &amp; DAC representatives, Special Education Advisory Committee members, and District Management Teams.</p>																																		
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<p>The AESD Board of Trustees, in conjunction with AESD administrators met to determine format for sharing information and gathering input from all stakeholders.</p>	<p>Once goals were finalized, additional Strategic Planning Meetings were scheduled to share the Strategic Plan with all stakeholders.</p>																																		
<p>December 2013 – February 2014</p> <p>All stakeholders were invited to attend each of the 13 LCFF subgroup meetings to identify district needs in each of the 3 state identified categories; Conditions of Learning, Pupil Outcomes, and Engagement, on the following dates for the following subgroups:</p>	<p><b><u>Strategic Planning Meeting Dates</u></b></p>																																		
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<p>Meetings were held with each of the subgroups on the dates listed above. At the start of each meeting the data was shared through a Power Point presentation, describing the current status of our student achievement by sub-group. Additional information was shared that explained the goal of the District for student achievement over the next few years.</p>	<p>LCAP goals were established to meet the needs of all students; specifically, our low-income students which represent approximately 85% of our student population, our English learners, who represent approximately 20% of our student population, and our Foster Youth population, who represent approximately .4% of our student population.</p>																																		
<p>After the data was shared with the sub-groups, we began the process of documenting the suggestions and concerns of the group as it related to student achievement and the other areas within the focus of the state. Each suggestion was documented on chart paper, which was later recorded on a spread sheet that reflected all of the recommendations across all sub-groups Districtwide. This information was finally shared with our LCAP Committee, which was developed by seeking two representatives from each sub-group.</p>	<p>LCAP goals reflect both the academic and social needs of our students as determined by data analysis, needs assessment, and input from all stakeholders through the LCAP Committee and our Strategic Planning process.</p>																																		
	<p>LCAP Committee members have been informed, and have an understanding, through participatory and collaborative conversations, meetings and written information; that many aspects of each goal must extend beyond the next 3 years for full implementation.</p>																																		
	<p>In addition, ADTA, our local bargaining unit provided specific input that was incorporated into the LCAP; including the need for Professional Development, instructional materials, and teacher collaboration.</p>																																		
	<p>Chief Business Officer, Laura Carevic, presented LCFF information and provided all stakeholders with the opportunity to gather information, ask questions, and discuss the impact of the state's new local funding formula on AESD.</p>																																		
	<p>Using Section 2: Goals and Progress Indicators of the LCAP template, LCAP Committee members, representative of all stakeholder groups, broke out into smaller groups to discuss and gather feedback on the 8 state priorities under each of the 3 categories. In addition, handouts were provided that detailed each of the priorities, relevant AESD data and current AESD</p>																																		

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**February 2014**

Stakeholders from each of the 13 LCFF subgroup meetings were invited to participate on LCAP Committee. Stakeholders included: students, teachers, parents, administrators, classified personnel, and community members.

January 2014 – April 2014

**LCAP Committee Meetings – Dates as follows:**

January 27, 2014	The LCAP Committee was comprised of stakeholders from each of the 13 LCFF subgroups. The focus at each meeting was to determine the needs of our students based on data and alignment with the 8 state priorities under each of the 3 categories.
February 20, 2014	
March 6, 2014	
March 18, 2014	
April 15, 2014	
May 13, 2014	

The LCAP Committee, representative of all stakeholders, reviewed District data by subgroup and provided input through a collaborative process that allowed them to identify District needs in each of the 3 state identified categories:

*1. Conditions of Learning 2. Pupil Outcomes 3. Engagement.*

Specific recommendations, comments, and input were collected in written form. Interim Superintendent, Dr. Edwin Gomez, responded to written comments and questions in writing.

In addition, a Parent Needs Survey was distributed to our parents of English Language Learners in order to gather information regarding their specific needs and recommendations, which are incorporated into our Category 3 – Engagement Goal and Action Steps.

Parent responses were tallied by school and shared with ELAC & DELAC parents. Overwhelming, 15% or more of AESD parents of English learners responded that they would be interested in attending Parent Workshops that reflected the following topics:

- How to monitor the academic progress of my child
- Instructional strategies to help my child with school work
- Learning more about standardized tests
- Understanding grade standards and grade level expectations
- Use of technology to support my child’s academic achievement

Data shared with all stakeholders:

aspects of each goal must extend beyond the next 3 years for full implementation. In addition, ADTA, our local bargaining unit provided specific input that was incorporated into the LCAP; including the need for Professional Development, instructional materials, and teacher collaboration.

Chief Business Officer, Laura Carevic, presented LCFF information and provided all stakeholders with the opportunity to gather information, ask questions, and discuss the impact of the state’s new local funding formula on AESD.

Using Section 2: Goals and Progress Indicators of the LCAP template, LCAP Committee members, representative of all stakeholder groups, broke out into smaller groups to discuss and gather feedback on the 8 state priorities under each of the 3 categories. In addition, handouts were provided that detailed each of the priorities, relevant AESD data and current AESD information regarding specific educational programs was provided.

Using this information, LCAP Committee members shared their input for each of the 8 state priorities and provided the committee with examples of goals, metrics, and improvements for students.

Next, LCAP Committee members’ input was summarized in written form and provided to all members. Through this collaborative consultation, the following concerns were addressed in each of the 3 state identified categories and 8 state priorities:

**Student Outcomes:**

We want our students fully capable to read and write at high levels of proficiency by 3<sup>rd</sup> grade. Our students will possess the skills and the knowledge to be ready for the rigor of high school. Our students will be responsible, caring, empathetic, safe, and respectful to themselves and others.

Conditions of Learning:

Our district would like to offer professional development in ELA and Math, and offer a professional development calendar to teachers. We would like to survey our teachers for their professional development needs. We would like to offer professional development around Common Core standards outside of the regular day when possible. Our district would like to offer access to culturally relevant arts, music, and drama. We would like to increase the amount of classroom computers and hire technology teachers to assist with technical support, teacher professional development, and student learning. We would like to hire P.E. teachers and instructional assistants to provide physical education instruction. This will provide teachers with time to meet as a grade level PLC – Professional Learning Community. Update existing libraries with current library books and purchase books that align with Accelerated Reader Program and Common Core State Standards.

Parent and Student Engagement:

Our district has a higher level of suspensions in subgroups. Our goal would be to have a reduction in suspensions. We will need to offer equity/diversity training outside of the regular school day when possible. Our district would like to provide services to students and families through peers and agencies; such as social workers, counselors, and parenting classes. More Safe School Ambassadors and peer to peer counselors would need to be put in place. Students will be taught Positive Behavior skills and learn how to effectively implement those skills in social settings. Additional training for all stakeholders in PBIS – Positive Behavior Intervention Strategies, with the intent of integrating RtI – Response to Intervention in tier II and tier III.

Our local bargaining unit, ADTA, provided additional input which included: Early intervention for K – 3<sup>rd</sup> grade students by a credentialed Reading Specialist, smaller class sizes, instructional aides to assist teachers, the promotion of TK - Transitional Kindergarten classes at all sites, “Pacing Guides” that include resources and benchmarks, site-based collaboration, and professional development.

District personnel will attend District Advisory Committee (DAC) and District English

**Goal and Action Steps.**

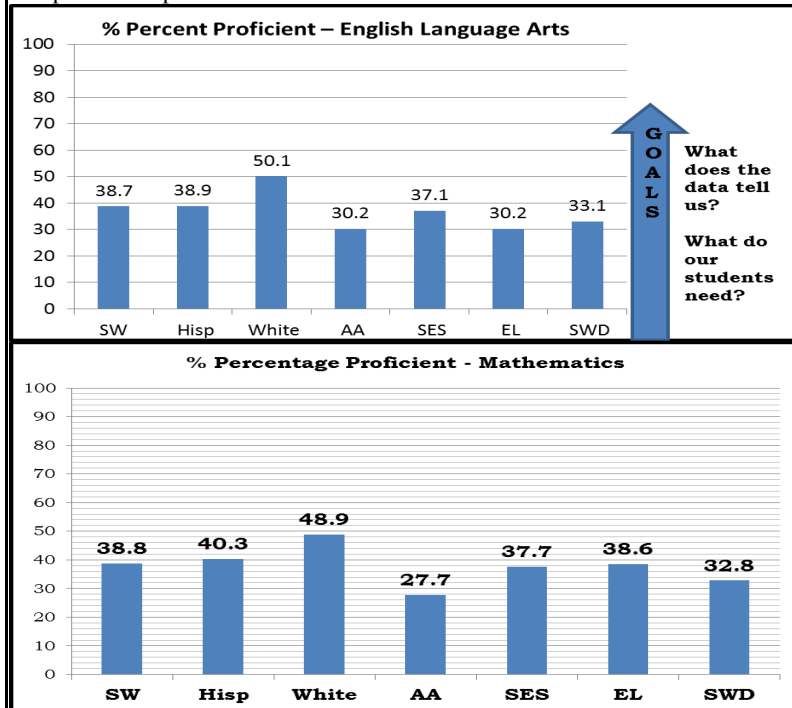
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**Data shared with all stakeholders:**

2012 – 2013 CST District student achievement data by subgroup:

- ELA/Math Data Graphs
- AMAO 1 & 2 Data
- Suspension/Expulsion & Attendance Data



**2013 – 2014 AMAO 1 & 2 Data**

% of EL students making progress in learning English – 52.4% TARGET = 57.5% NOT MET

**% of EL students meeting CELDT Proficiency Levels**

- > Less than 5 years – 23.4% TARGET = 21.4% MET
- > More than 5 years – 44.3% TARGET = 47% NOT MET

**2013 District Attendance/Suspension/Expulsion Data:**

Attendance – 94.2% Suspensions – 13% Expulsions – 3 students

April 2014 – May 2014

LCAP Draft Plan was written collaboratively by Academic Services staff and Business Services staff using input from all stakeholders.

May 1, 2014

District personnel met with ADTA – Adelanto Teachers Association, our local bargaining unit to gather input and to review LCAP Committee input.

June 6, 2014

LCAP Draft Plan was formally shared with our parent advisory groups, DELAC and DAC

through peers and agencies; such as social workers, counselors, and parenting classes. More Safe School Ambassadors and peer to peer counselors would need to be put in place. Students will be taught Positive Behavior skills and learn how to effectively implement those skills in social settings. Additional training for all stakeholders in PBIS – Positive Behavior Intervention Strategies, with the intent of integrating RtI – Response to Intervention in tier II and tier III.

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District personnel will attend District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) meetings to present the draft LCAP and gather feedback from each of these critical stakeholder groups.

At a Public Hearing in June, the draft LCAP will be presented and shared with the local community.

The draft LCAP will be posted on the district website and shared with the District management team in order to gather feedback from all stakeholders. Feedback and questions about the draft LCAP will be responded to in writing by the Interim Superintendent, Dr. Edwin Gomez.

Responses to the draft LCAP and updates to the 2014-2015 budget from the May Revise will be instrumental in developing revisions to the draft and the completion of the final LCAP, which will be brought to the Board of Trustees for approval along with the District's 2014-2015 budget.

% of EL students meeting CELDT Proficiency Levels  
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June 17, 2014

LCAP Plan was presented to the Board of Trustees for review and public comment at a Public Hearing. All comments received in writing were responded to in writing by our Interim Superintendent, Dr. Edwin Gomez, prior to approval of LCAP.

June 24, 2014

LCAP presented to the Board of Trustees for approval

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., SSC, ELAC, 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?

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 Needs and Metrics				Annual Update: Analysis of Progress	What will be different and/or improved for students?			Related State and Local Priorities
	Description of Goals	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017	
	<p><u>Identified Need:</u> State and local assessment results indicate a need to continue to focus on improving student achievement</p> <p><u>Metrics:</u> Percentage of Highly Qualified Teachers appropriately assigned</p> <p>Williams Quarterly Updates- Pupils have access to standard aligned instructional materials</p> <p>Written feedback during walk through of classrooms to enhance instructional delivery</p> <p>Professional Development Attendance Records</p> <p>District Professional Development Calendar</p> <p>Review of Master Schedules to ensure Course Access in all subject areas</p> <p>Library inventory records/reports</p> <p>Technology inventory records/reports</p>	<p><u>Category 1: Conditions of Learning:</u></p> <p><u>Goal:</u> Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.</p>	All; English language learners, Hispanic or Latino, Black or African American, Foster Youth, Students with Disabilities, and low-income students	ALL AESD Schools		<p>Students will access district and board approved CCSS aligned ELA and Math curriculum as evidenced by 100% on the Williams Report for textbooks.</p> <p>Students will have access to high quality ELA/Math instruction as evidenced by 100% of all TK – 8<sup>th</sup> grade teachers participating in CCSS Professional Development</p> <p>Students will have access to highly qualified teachers and courses in all subject areas as evidenced by 0 misassignments and copies of Master Schedules.</p> <p>Students will have access to technology in order to support CCSS learning</p> <p>Students will have access to appropriate grade level reading materials at each site through the library. The addition of a librarian at each site will support the language arts program.</p> <p>Counselors will be added, dependent on grant funding, to support students emotional needs.</p>	<p>Students will access district and board approved CCSS aligned ELA and Math curriculum as evidenced by 100% on the Williams Report for textbooks.</p> <p>Students will have access to high quality ELA/Math instruction as evidenced by 100% of all TK – 8<sup>th</sup> grade teachers participating in CCSS Professional Development</p> <p>Students will have access to highly qualified teachers and courses in all subject areas as evidenced by 0 misassignments and copies of Master Schedules.</p> <p>School sites will inventory and update libraries to include a 50/50 balance of literary and informational texts aligned to Accelerated Reader.</p>	

District Professional Development Calendar					texts aligned to Accelerated Reader.			
Review of Master Schedules to ensure Course Access in all subject areas					Counselors will be added, dependent on grant funding, to support students emotional needs.			
Library inventory records/reports								
Technology inventory records/reports								

Identified Needs and Metrics				<u>Annual Update:</u> Analysis of Progress	What will be different and/or improved for students?			Related State and Local Priorities
	Description of Goals	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017	
<p><b>Identified Need:</b> State and local assessment results indicate a need to continue to focus on improving student achievement (See Data Charts Section 1 – pg. 6)</p> <p><b>Metrics:</b> Universal Screening Data-Renaissance/ STAR Early Literacy Reading &amp; Math</p> <p>AMAO 1 &amp; 2 Data &amp; Annual CELDT Data RFEP Data</p> <p>District Benchmark Data: ELA/Math</p> <p>SBAC Data: ELA/Math Spring 2015</p>	<p><u>Category 2: Pupil Outcomes</u></p> <p><b>Goal:</b> Raise student achievement by providing an effective instructional program for all students, while focusing on closing the achievement gap for our struggling students; including low income, English learners, Foster Youth, African-American, Students with Disabilities, and Hispanic subgroups.</p>	<p>All: English language learners, Hispanic or Latino, Black or African American, Foster Youth, Students with Disabilities, and low-income students</p>	<p><b>ALL AESD Schools</b></p>	<p><b>Mastery by Grade 3:</b> 50% of AESD students will meet/exceed grade level standards in English Language Arts &amp; Mathematics</p> <p>High School Readiness by <u>Grade 8</u> 50% of AESD 8<sup>th</sup> grade students will meet/exceed standards in all subject areas by end of 8<sup>th</sup> grade.</p> <p><b>Accelerated Growth for Underperforming Students:</b> Reduce by 50% each year students achieving in the lowest performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.</p> <p><u>AMAO 1 &amp; 2</u> Increase in EL Progress – 52.9% to 59% - AMAO 1</p> <p>AMAO 2: Less than 5 yrs. – 24% More than 5 yrs. - 49%</p> <p>Increase Reclassification Rate by 1%</p>	<p><b>Mastery by Grade 3:</b> 60% of AESD students will meet/exceed grade level standards in English Language Arts &amp; Mathematics</p> <p>High School Readiness by <u>Grade 8</u> 60% of AESD 8<sup>th</sup> grade students will meet/exceed standards in all subject areas by end of 8<sup>th</sup> grade.</p> <p><b>Accelerated Growth for Underperforming Students:</b> Reduce by 50% each year students achieving in the lowest performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.</p> <p><u>AMAO 1 &amp; 2</u> Increase in EL Progress by AMAO 1 by 5%</p> <p>AMAO 2: Less than 5 yrs. by 2% More than 5 yrs. by 2%</p> <p>Increase Reclassification Rate by 1%</p>	<p><b>Mastery by Grade 3:</b> 75% of AESD students will meet/exceed grade level standards in English Language Arts &amp; Mathematics</p> <p>High School Readiness by <u>Grade 8</u> 75% of AESD 8<sup>th</sup> grade students will meet/exceed standards in all subject areas by end of 8<sup>th</sup> grade.</p> <p><b>Accelerated Growth for Underperforming Students:</b> Reduce by 50% each year, students achieving in the lowest performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.</p> <p><u>AMAO 1 &amp; 2</u> Increase in EL Progress by AMAO 1 by 5%</p> <p>AMAO 2: Less than 5 yrs. by 2% More than 5 yrs. by 2%</p> <p>Increase Reclassification Rate by 1%</p>	<p><b>Priority 4: Pupil Achievement</b> Number of pupils who are performing at grade level on standardized tests, number of pupils who are High School ready, number of English learners who become English proficient, English reclassification rate.</p> <p><b>Priority 8: Pupil Outcomes:</b> Pupil outcomes in other subject areas</p> <p><b>District Strategic Plan:</b> Pillars 1-4</p>	



& Math					performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.	achieving in the lowest performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.	performance band, specifically English learners, students with under-developed Academic English skills, low-income students, and Foster Youth.	<b>Priority 8: Pupil Outcomes:</b> Pupil outcomes in other subject areas
AMAO 1 & 2 Data & Annual CELDT Data RFEP Data					AMAO 1 & 2 Increase in EL Progress – 52.9% to 59% - AMAO 1	AMAO 1 & 2 Increase in EL Progress by AMAO 1 by 5%	AMAO 1 & 2 Increase in EL Progress by AMAO 1 by 5%	<b>District Strategic Plan:</b> Pillars 1-4
District Benchmark Data: ELA/Math					AMAO 2: Less than 5 yrs. – 24% More than 5 yrs. – 49%	AMAO 2: Less than 5 yrs. by 2% More than 5 yrs. by 2%	AMAO 2: Less than 5 yrs. by 2% More than 5 yrs. by 2%	
SBAC Data: ELA/Math Spring 2015					Increase Reclassification Rate by 1%	Increase Reclassification Rate by 1%	Increase Reclassification Rate by 1%	

Identified Needs and Metrics				Annual Update: Analysis of Progress	What will be different and/or improved for students?			Related State and Local Priorities
	Description of Goals	Applicable Pupil Subgroups	Schools Affected		LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017	
<u>Identified Needs:</u> Improve communication, community involvement, student engagement, and provide a safe learning environment in order to increase student achievement & participation by all stakeholders.  <u>Identified Metrics:</u> School Attendance Rates  Attendance records from Parent Involvement opportunities  Parent, student, and teacher surveys on school climate	<u>Category 3: Engagement – Positive Behaviors &amp; Supports:</u> <b>Goal:</b> Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses on improving the school climate for students.	All; English language learners, Hispanic or Latino, Black or African American, Foster Youth, Students with Disabilities, and low-income students	<b>ALL AESD Schools</b>		PBIS Implementation at all school sites – Focus on strong tier 1 foundation  Provide PBIS training and support for staff.  Provide professional development for administrators on strategies to increase parental involvement and professional development on Equity & Diversity.  Increase parental involvement in classroom sponsored events and activities.  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by	PBIS Implementation at all school sites – Focus on strong tier 2 foundation  Provide PBIS training and support for staff.  Provide professional development for administrators on strategies to increase parental involvement and professional development on Equity & Diversity.  Increase parental involvement at school site sponsored events and activities.  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by	PBIS Implementation at all school sites – Focus on strong tier 3 foundation  Provide PBIS training and support for staff.  Provide professional development for administrators on strategies to increase parental involvement and professional development on Equity & Diversity.  Increase parental involvement at district sponsored events and activities  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by	<u>Engagement: Priority 3:</u> <b>Parent Involvement</b> Seek parent input, promote parent participation <u>Priority 5: Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates <u>Priority 6: School Climate</u> Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness  <b>District Strategic Plan:</b> Pillar 4

<u>Identified Metrics:</u> School Attendance Rates  Attendance records from Parent Involvement opportunities  Parent, student, and teacher surveys on school climate  Suspension & Expulsion Rates					Increase parental involvement in classroom sponsored events and activities.  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by 1% each year  Increase parent participation by 2% each year.  Decrease suspension rates by 1% each year.	Increase parental involvement at school site sponsored events and activities.  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by 1% each year  Increase parent participation by 2% each year.  Decrease suspension rates by 1% each year.	Increase parental involvement at district sponsored events and activities  Provide PIQE Parent Education Program  Increase hours of service for Parent Liaison Community Resource Center  Increase attendance by 1% each year  Increase parent participation by 2% each year.  Decrease suspension rates by 1% each year.	pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness  <b>District Strategic Plan:</b> Pillar 4
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Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.	<p><b>Priority 1: Basic Services:</b> Instructional program implemented by a highly qualified teacher.</p> <p><b>Priority 2: State Standards:</b> Implementation of Common Core State Standards</p> <p><b>Priority 7: Course Access:</b> Broad course of study that includes all subject areas</p>	<p>Increase the instructional day for all students</p> <p>Adopt, purchase, and implement Board Adopted supplemental ELA/Math curriculum TK – 8<sup>th</sup> Grades</p> <p>Provide CCSS Professional Development to all TK – 8<sup>th</sup> grade teaching staff.</p> <p>Increase technology use at all school sites.</p> <p>Purchase 50% literary &amp; 50% informational books for school libraries</p>	LEA-wide		<p><b>Additional funding to extend instructional day</b> Approximately \$2.0 Million in on-going additional cost to extend the teacher work day by 1 hour. Also, funding will be used to enhance instructional delivery through written walk through feedback. <b>Funding Source:</b> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><b>Purchase Instructional Materials:</b> ELA – K -8 supplemental curriculum Provide 2 day PD - \$180,000 <b>Funding Source:</b> 1000 &amp; 3000 Object codes 4000 Object codes CC State Funds Year 1 - \$725,000 LCFF Base/Concentration \$25,000</p> <p><b>Purchase Instructional Materials:</b> <b>Math K-8 curriculum</b> Year 1 - \$750,000 Provide 2 day PD - \$180,000 <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration</p>	<p><b>Additional funding to extend instructional day</b> <b>Approximately \$2.0 Million in on-going additional cost to extend the teacher work day by 1 hour.</b> <b>Also, funding will be used to enhance instructional delivery through written walk through feedback</b> <b>Funding Source:</b> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><b>Purchase Instructional Materials:</b> ELA – K-8 supplemental curriculum <b>Funding Source:</b> LCFF 4000 Object codes Base/Concentration <b>Year 2 - \$507,786</b></p> <p><b>Purchase Instructional Materials:</b> Purchase Instructional Materials: Math K-6 curriculum Year 2 - \$750,000 <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration</p>	<p><b>Additional funding to extend instructional day</b> <b>Approximately \$2.0 Million in on-going additional cost to extend the teacher work day by 1 hour.</b> <b>Also, funding will be used to enhance instructional delivery through written walk through feedback</b> <b>Funding Source:</b> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><b>Purchase Instructional Materials:</b> Purchase Instructional Materials: ELA – K-8 supplemental curriculum <b>Funding Source:</b> LCFF 4000 Object codes Base/Concentration <b>Year 2 - \$507,786</b></p> <p><b>Purchase Instructional Materials:</b> Purchase Instructional Materials: Math K-6 curriculum Year 2 - \$750,000 <b>Funding Source:</b> 4000 Object Codes LCFF Base/Concentration</p>

books for school libraries

\$25,000

Purchase Instructional Materials:

**Math K-8 curriculum**

Year 1 - \$750,000  
Provide 2 day PD - \$180,000

**Funding Source:**

4000 Object codes  
LCFF Base/Concentration

**Provide CCSS Professional Development**

\$112,000 Sub Cost  
Funding Source  
1000 & 3000 Object codes  
LCFF Funding

Technology staff support added – 3 technicians

District level support used to assist with technology District-wide  
\$110,000  
Funding Source  
2000 & 3000 Object codes  
LCFF Funding –  
Supplemental/concentration

Library Books  
\$20 per student allocated to each site for purchase of library books  
Funding Source  
Restricted Lottery Funds

Librarians  
Addition of one additional Library Media Coordinator to allow each site to have one 6 hour position.  
\$25,300

Funding Source  
2000 & 3000 Object codes  
LCFF Funding

**Purchase Instructional Materials:**

Purchase Instructional Materials:

Math K-6 curriculum  
Year 2 - \$750,000

**Funding Source:**

4000 Object codes  
LCFF Base/Concentration

Provide CCSS Professional Development

\$112,000 Sub Cost  
Funding Source  
1000 & 3000 Object codes  
LCFF Funding

Professional Development – Writing  
Outside resource to provide training and support; cost of substitutes for 2-3 days  
\$200,000

Funding Source  
1000, 3000 & 5000 Object codes  
**LCFF Funding –  
Supplemental/Concentration**

**Technology staff support added – 3 technicians & 1 Computer Media Tech**

District level support used to assist with technology District-wide, plus one additional Computer Media Tech at the new middle school  
\$140,900  
**Funding Source**  
2000 & 3000 Object codes  
LCFF Funding  
Supplemental/concentration

**Library Books**  
\$20 per student allocated to each site for purchase of library books  
**Funding Source**  
Restricted Lottery Funds

Librarians  
On-going cost of additional Library Media Coordinator to allow each site to have one 6 hour position.  
\$25,300

Funding Source  
2000 & 3000 Object codes  
LCFF Funding

Follett Destiny Resource Manag

**Purchase Instructional Materials:**

Purchase Instructional Materials:

Math K-6 curriculum  
Year 2 - \$750,000

**Funding Source:**

4000 Object Codes  
LCFF Base/Concentration

Provide CCSS Professional Development

\$112,000 Sub Cost  
Funding Source  
1000 & 3000 Object codes  
LCFF Funding

**Technology staff support added- 3 technicians & 1 Computer Media Tech**

Continued District level support to assist with technology District-wide, including one Computer Media Tech at each of the three middle schools  
\$140,900  
Funding Source  
2000 & 3000 Object codes  
LCFF Funding  
Supplemental/concentration

Library Books  
\$20 per student allocated to each site for purchase of library books  
Funding Source  
Restricted Lottery Funds

Librarians  
On-going cost of additional Library Media Coordinator to allow each site to have one 6 hour position.  
\$25,300

Funding Source  
2000 & 3000 Object codes

				site for purchase of library books <u>Funding Source</u> Restricted Lottery Funds  <u>Librarians</u> Addition of one additional Library Media Coordinator to allow each site to have one 6 hour position. \$25,300  <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding  <u>Follett-Destiny Resource Mgmt. System</u> Library inventory system \$66,420 <u>Funding Source</u> 4000 Object code LCFF Funding – Supplemental/Concentration	Restricted Lottery Funds  <u>Librarians</u> On-going cost of additional Library Media Coordinator to allow each site to have one 6 hour position. \$25,300  <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding  <u>Follett-Destiny Resource Mgmt. System</u> Library inventory system – maintenance cost \$24,407 <u>Funding Source</u> 4000 Object code School Site Funding (LEA plan)	\$20 per student allocated to each site for purchase of library books <u>Funding Source</u> Restricted Lottery Funds  <u>Librarians</u> On-going cost of additional Library Media Coordinator to allow each site to have one 6 hour position. \$25,300  <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding  <u>Follett-Destiny Resource Mgmt. System</u> Library inventory system – maintenance cost \$24,407 <u>Funding Source</u> 4000 Object code School Site Funding (LEA plan)
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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 RFEP pupils. 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 RFEP pupils. (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	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 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
<p>Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.</p> <p>Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to</p>	<p><u>Priority 1: Basic Services:</u> Instructional program implemented by a highly qualified teacher.</p> <p><u>Priority 2: State Standards: Implementation of Common Core State Standard</u></p> <p><u>Priority 7: Course Access:</u> Broad course of study that includes all subject areas</p>	<p><u>For Low-Income Pupils:</u> <i>Provide Summer School to increase student achievement and close the achievement gap.</i></p> <p>Provide Student Transportation</p> <p>Music OR Art Instruction Provide tiered academic interventions during the instructional day for target students in ELA/Math.</p>	LEA-wide	<p>Student Transportation Addition of 10 new buses to transport students to school. 5 regular ed and 5 special ed. Lease Payment - \$247,439 <u>Funding Source</u> 7000 Object codes LCFF Base/Concentration</p> <p><u>Bus Drivers</u> Addition of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction \$68,030 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding</p>	<p>Student Transportation Multiyear lease payment for 10 new buses to transport students to school. 5 regular ed and 5 special ed. Lease Payment - \$247,439 <u>Funding Source</u> 7000 Object codes LCFF Base/Concentration</p> <p><u>Bus Drivers</u> On-going cost of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction plus addition of one music teacher and instruments \$166,060 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding</p>	<p>Student Transportation Multiyear lease payment for 10 new buses to transport students to school. 5 regular ed and 5 special ed. Lease Payment - \$247,439 <u>Funding Source</u> 7000 Object codes LCFF Base/Concentration</p> <p><u>Bus Drivers</u> On-going cost of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction plus addition of one music teacher and instruments \$166,060 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding</p>	

<p>High School Readiness by grade 8.</p> <p>Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.</p>	<p><u>Priority 7: Course Access:</u> Broad course of study that includes all subject areas</p>	<p>Music OR Art Instruction</p> <p>Provide tiered academic interventions during the instructional day for target students in ELA/Math.</p> <p>Provide coaching for administrators to increase leadership effectiveness in all areas of instruction</p>		<p>Addition of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction \$68,030 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Art Teacher</u> Addition of one art teacher for District-wide enrichment \$68,030 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Leadership coaching</u> Provide leadership coaching for school site leadership \$100,000 <u>Funding Source</u> 5000 Object codes LCFF Funding Supplemental/Concentration</p>	<p>On-going cost of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction plus addition of one music teacher and instruments \$166,060 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Art Teacher</u> On-going cost of one art teacher for District-wide enrichment \$68,030 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Leadership coaching</u> Provide leadership coaching for school site leadership \$100,000 <u>Funding Source</u> 5000 Object codes LCFF Funding Supplemental/Concentration</p>	<p>On-going cost of 4 bus drivers to accommodate increase in routes \$165,000 <u>Funding Source</u> 2000 &amp; 3000 Object codes LCFF Base/Concentration</p> <p><u>Music Teacher</u> On-going cost of one music teacher District-wide to provide music instruction plus addition of one music teacher and instruments \$166,060 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Art Teacher</u> On-going cost of one art teacher for District-wide enrichment \$68,030 <u>Funding Source</u> 1000 &amp; 3000 Object codes LCFF Funding Supplemental/Concentration</p> <p><u>Leadership coaching</u> Provide leadership coaching for school site leadership \$100,000 <u>Funding Source</u> 5000 Object codes LCFF Funding Supplemental/Concentration</p>
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Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
<p>Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by</p>	<p><u>Priority 1: Basic Services:</u> Instructional program implemented by a highly qualified teacher.</p> <p><u>Priority 2: State Standards:</u> <u>Implementation of Common Core State Standard</u></p>	<p><u>EL Pupils:</u> Provide Professional Development for Teachers, support personnel, and administrators on research-based strategies to improve EL proficiency in ELA/Math.</p>	<p>LEA-wide</p>		<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• ELD supplemental materials to support language acquisition</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>• Language Objective Training</li> <li>• New ELD Standards</li> <li>• Two days training</li> </ul> <p><u>Funding Source:</u></p>	<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• ELD supplemental materials to support language acquisition</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>• Differentiation Training</li> <li>• Two days training</li> </ul>	<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• ELD materials to support language acquisition</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>• Instructional Strategies</li> <li>• Two days training</li> </ul>

					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.	<p><b>Priority 1: Basic Services:</b> Instructional program implemented by a highly qualified teacher.</p> <p><b>Priority 2: State Standards: Implementation of Common Core State Standard</b></p> <p><b>Priority 7: Course Access:</b> Broad course of study that includes all subject areas</p>	<p><b>EL Pupils:</b> Provide Professional Development for Teachers, support personnel, and administrators on research-based strategies to improve EL proficiency in ELA/Math. Reclassified Fluent English Proficient</p>	LEA-wide		<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• ELD supplemental materials to support language acquisition</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Language Objective Training</li> <li>• New ELD Standards</li> <li>• Two days training</li> </ul> <p><b>Funding Source:</b> 4000 Object codes Title III - \$32,000 (Title III LEA Plan) LCFF Funding – Supplemental/Concentration \$112,000</p> <p><b>Clerk III – ELD Support</b> Addition of 6 hr. position to provide support to ELD Coordinator and school site Coordinators <b>\$50,000</b></p> <p><b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding – Supp./Conc.</p> <p><b>Counselors</b> One Counselor at each school site to provide on-going emotional support. \$726,870 <b>Funding Source</b> 1000 &amp; 3000 Object codes <i>Dependent on Project Prevent grant funding.</i></p>	<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• ELD supplemental materials to support language acquisition</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Differentiation Training</li> <li>• Two days training</li> </ul> <p><b>Funding Source:</b> 4000 Object codes Title III - \$32,000 (Title III LEA Plan) LCFF Funding – Supplemental/Concentration \$112,000</p> <p><b>Clerk III – ELD Support</b> On-going cost of 6 hr. position to provide support to ELD Coordinator and school site Coordinators <b>\$50,000</b></p> <p><b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding – Supp./Conc.</p> <p><b>Counselors</b> One Counselor at each school site to provide on-going emotional support. \$726,870 <b>Funding Source</b> 1000 &amp; 3000 Object codes <i>Dependent on Project Prevent grant funding.</i></p>	<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• ELD materials to support language acquisition</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Instructional Strategies</li> <li>• Two days training</li> </ul> <p><b>Funding Source:</b> 4000 Object codes Title III - \$32,000 (Title III LEA Plan) LCFF Funding – Supplemental/Concentration \$112,000</p> <p><b>Clerk III – ELD Support</b> On-going cost of 6 hr. position to provide support to ELD Coordinator and school site Coordinators <b>\$50,000</b></p> <p><b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding – Supp./Conc.</p> <p><b>Counselors</b> One Counselor at each school site to provide on-going emotional support. \$726,870 <b>Funding Source</b> 1000 &amp; 3000 Object codes <i>Dependent on Project Prevent grant funding.</i></p>
Ensure all students will receive high quality instruction aligned to Common Core State Standards in all content areas leading to High School Readiness by grade 8.	<p><b>Priority 1: Basic Services:</b> Instructional program implemented by a highly qualified teacher.</p> <p><b>Priority 2: State Standards: Implementation of Common Core State Standard</b></p>	<p><b>Foster Youth Pupils – Provide one counselor at each school site; dependent on grant funding.</b></p>	LEA-wide		<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul>	<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul>	<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?
					<p>LCAP Year 1: 2014-2015</p> <p>LCAP Year 2: 2015-16</p> <p>LCAP Year 3: 2016-17</p>
<b>Provide an instructional program which</b>	<p><b>Priority 4: Pupil Achievement</b> Number of pupils who</p>	<p><b>For EL Pupils:</b> EL Progress</p>	LEA-wide		<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• IAS Links</li> </ul>

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Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
<p><b><u>Provide an instructional program which raises achievement for all students, while focusing on closing the achievement gap for our struggling students; including low income, English learners, Foster Youth, African American, Students with Disabilities and Hispanic subgroups.</u></b></p>	<p><u>Priority 4: Pupil Achievement</u> Number of pupils who are performing at grade level on standardized tests, number of pupils who are High School ready, number of English learners who become English proficient, English reclassification rat</p> <p><u>Priority 8: Pupil Outcomes:</u> Pupil outcomes in other subject areas</p>	<p><u>For EL Pupils:</u></p> <p><u>EL Progress Monitoring:</u> Schools will monitor student progress toward learning English through use of EL Profile Cards and LAS Links Assessments.</p> <p>Develop and implement instructional models that support language development and align to CCSS and revised ELD standards.</p>	<p><b>LEA-wide</b></p>		<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• LAS Links Assessments</li> <li>• Professional Development on use of EL Progress Monitoring Tools</li> </ul> <p><b>Funding Source:</b> 4000 Object codes Title III - \$24,000 (Title III LEA Plan)</p> <p><u>Professional Development – EL Progress Monitoring</u> One day for Principal and Site EL Coordinator \$20,000</p> <p><b>Funding Source:</b> 5000 Object codes Title III - \$20,000 (Title III LEA Plan)</p>	<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• LAS Links Assessments</li> </ul> <p><b>Funding Source:</b> 4000 Object codes Title III - \$60,000 (Title III LEA Plan)</p> <p><u>Professional Development – New CELDT (Language Assessment)</u> One day for Principal and Site EL Coordinator \$20,000</p> <p><b>Funding Source:</b> 5000 Object codes Title III - \$20,000 (Title III LEA Plan)</p>	<p><u>Instructional Materials:</u></p> <ul style="list-style-type: none"> <li>• EL Profile Cards</li> <li>• LAS Links Assessments</li> <li>• ELD curriculum aligned to new ELD standards</li> <li>• Professional Development – New ELD curriculum</li> </ul> <p><b>Funding Source:</b> 1000, 3000 &amp; 4000 Object codes Title III - \$60,000 (Title III LEA Plan)</p> <p><u>Professional Development – New CELDT (Language Assessment)</u> One day for Principal and Site EL Coordinator \$20,000</p> <p><b>Funding Source:</b> 5000 Object codes Title III - \$20,000 (Title III LEA Plan)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Provide an	Priority 4: Pupil	For Low-Income	<b>LEA-wide</b>				



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Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Provide an instructional program which raises achievement for all students, while focusing on closing the achievement gap for our struggling students; including low income, English learners, Foster Youth, African American, and Hispanic subgroups.	<p><u>Priority 4: Pupil Achievement</u> Number of pupils who are performing at grade level on standardized tests, number of pupils who are High School ready, number of English learners who become English proficient, English reclassification rate.</p> <p><u>Priority 8: Pupil Outcomes:</u> Pupil outcomes in other subject areas</p>	<p><u>For Low-Income Pupils:</u> Continue to develop and implement District benchmark assessments in ELA/Math.</p> <p>Implement multiple measures (Renaissance/ STAR Early Literacy, Reading &amp; Math Assessments to monitor student achievement in ELA/Math.</p> <p>Provide tiered intervention supports (RTI) to students in ELA/Math.</p>	LEA-wide		<p><b>Technology:</b> Renaissance/STAR - Early Literacy, Reading &amp; Math Assessments, Accelerated Reader and Accelerated Math, Math Facts in a Flash <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration Grant \$132,000</p> <p><u>Instructional Materials</u> Purchase supplemental ELA &amp; Math Materials to be utilized during tiered intervention supports (RTI) (\$100 per student ) \$800,000 <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration Grant</p>	<p><b>Technology:</b> Renaissance/STAR - Early Literacy, Reading &amp; Math Assessments, Accelerated Reader and Accelerated Math, Math Facts in a Flash <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration Grant \$143,000</p> <p><b>Staffing:</b> Response to Intervention Teacher/SST Response to Intervention Program Facilitator \$70,000 per site <b>Funding Source:</b> 1000 &amp; 3000 Object codes Title One (LEA plan)</p>	<p><b>Technology:</b> Renaissance/STAR - Early Literacy, Reading &amp; Math Assessments, Accelerated Reader and Accelerated Math, Math Facts in a Flash <b>Funding Source:</b> 4000 Object codes LCFF Base/Concentration Grant \$143,000</p> <p><b>Staffing:</b> Response to Intervention Teacher/SST Response to Intervention Program Facilitator \$70,000 per site <b>Funding Source:</b> 1000 &amp; 3000 Object codes <i>Title One (LEA plan)</i></p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Provide a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses the school	<p><u>Engagement:</u> <u>Priority 3: Parent Involvement</u> <b>Seek parent input, promote parent participation</b> <u>Priority 5: Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates <u>Priority 6: School Climate</u> Pupil suspension rates, pupil</p>	<p><b>Parent Involvement:</b> Provide parent training and family/community events and activities.</p> <p><b>Safety:</b> Provide sufficient staffing at each school site to ensure student safety, including Proctors.</p>	LEA-wide		<p><u>Additional Maintenance Worker (on-going)</u> Addition of one Maintenance Worker to provide additional services Districtwide \$69,965 <b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding –</p>	<p><u>Maintenance Worker (on-going)</u> Continued Maintenance Worker to provide additional services Districtwide \$69,965 <b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding –</p>	<p><u>Maintenance Worker (on-going)</u> Continued Maintenance Worker to provide additional services Districtwide \$69,965 <b>Funding Source</b> 2000 &amp; 3000 Object codes LCFF Funding – Supplemental/Concentration</p>

Goal	Local Priorities	Services	Service	Review of actions/ services	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Provide a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses the school climate on opportunities for student engagement.	<u>Engagement:</u> Priority 3: <b>Parent Involvement</b> <b>Seek parent input, promote parent participation</b> Priority 5: <u>Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates Priority 6: <u>School Climate</u> Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness	<b>Parent Involvement:</b> Provide parent training and family/community events and activities.  <u>Safety:</u> Provide sufficient staffing at each school site to ensure student safety, including Proctors, Campus Security, School Resource Officer  <u>Maintenance and Operations</u> Provide sufficient staffing at each school site and at a District level to ensure clean, well-maintained facilities	LEA-wide		<u>Additional Maintenance Worker (on-going)</u> Addition of one Maintenance Worker to provide additional services Districtwide \$69,965 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration  <u>Additional Bus Mechanics &amp; Helper</u> Addition of 2 Bus Mechanics & 1 helper to provide additional support \$165,000 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration	<u>Maintenance Worker (on-going)</u> Continued Maintenance Worker to provide additional services Districtwide \$69,965 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration  <u>Bus Mechanics &amp; Helper</u> Continued Bus Mechanics & Helper to provide additional support \$165,000 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration	<u>Maintenance Worker (on-going)</u> Continued Maintenance Worker to provide additional services Districtwide \$69,965 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration  <u>Bus Mechanics &amp; Helper</u> Continued Bus Mechanics & Helper to provide additional support \$165,000 <u>Funding Source</u> 2000 & 3000 Object codes LCFF Funding – Supplemental/Concentration

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015 LCAP Year 2: 2015-16 LCAP Year 3: 2016-17		
Provide a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses the school climate on opportunities for student engagement.	<u>Engagement:</u> Priority 3: <b>Parent Involvement</b> <b>Seek parent input, promote parent participation</b> Priority 5: <u>Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates Priority 6: <u>School Climate</u> Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness	For Low-Income Pupils:  PBIS Implementation at all school sites  Equity & Diversity Training  Increase efforts to	LEA-wide		<u>Professional Development PBIS Training – Desert Mountain SELPA</u>  <u>Funding Sources:</u> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000	<u>Professional Development PBIS Training – Desert Mountain SELPA</u>  <u>Funding Sources:</u> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000	<u>Professional Development PBIS Training – Desert Mountain SELPA</u>  <u>Funding Sources:</u> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000

Goal	Local Priorities	Services	Service	Review of actions/ services	(including funding source).		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
Provide a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses the school climate on opportunities for student engagement	<u>Engagement:</u> <u>Priority 3:</u> <b>Parent Involvement</b> <b>Seek parent input, promote parent participation</b> <u>Priority 5: Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates <u>Priority 6: School Climate</u> Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness	For Low-Income Pupils:  PBIS Implementation at all school sites  Equity & Diversity Training  Increase efforts to include and involve all subgroups in their school community through SSC, ELAC, DELAC, DAC and AAPAC  Provide parents with information and training on curriculum & instruction through SSC, ELAC, DELAC, DAC and AAPAC	LEA-wide		Professional Development PBIS Training – Desert Mountain SELPA  <b>Funding Sources:</b> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000  Parent Training -Parent Workshops and Trainings – CCSS/SBAC & New ELD Standards English Classes \$20,000 <b>Funding Sources:</b> 5000 Object codes Title I (LEA Plan)  Equity & Diversity Training Site Admin, Certificated, Classified Cultural Relevance – Generation Ready \$50,000 <b>Funding Sources:</b> 5000 Object codes LCFF Base, Supplemental/ Concentration Grant  Parent Liasion Coord Addition of a 8 hr./12 month position to provide parent and community support \$96,550 <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant  Addition of Hours – Comm. Resource Clerk Additional hours added to increase position to 8 hr./12 months \$30,000  <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant	Professional Development PBIS Training – Desert Mountain SELPA  <b>Funding Sources:</b> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000  Parent Training -Parent Workshops and Trainings – CCSS/SBAC & New ELD Standards English Classes \$20,000 <b>Funding Sources:</b> 5000 Object codes Title I (LEA Plan)  Equity & Diversity Training – Dist. Admin, Certificated, Classified, Parents Cultural Relevance – Generation Ready \$50,000 <b>Funding Sources:</b> 5000 Object codes LCFF Base, Supplemental/ Concentration Grant  Parent Liasion Coord On-going cost of a 8 hr./12 month position to provide parent and community support \$96,550 <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant  Addition of Hours – Comm. Resource Clerk Additional hours added to increase position to 8 hr./12 months \$30,000  <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant	Professional Development PBIS Training – Desert Mountain SELPA  <b>Funding Sources:</b> 1000, 2000 & 3000 Object codes TI, TII, TIII \$50,000  Parent Training -Parent Workshops and Trainings- CCSS/SBAC & New ELD Standards English Classes \$20,000 <b>Funding Sources:</b> 5000 Object codes Title I (LEA Plan)  Equity & Diversity Training – Parents Cultural Relevance – Generation Ready \$50,000 <b>Funding Sources:</b> 5000 Object codes LCFF Base, Supplemental/ Concentration Grant  Parent Liasion Coord On-going cost of a 8 hr./12 month position to provide parent and community support \$96,550 <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant  Addition of Hours – Comm. Resource Clerk Additional hours added to increase position to 8 hr./12 months \$30,000  <b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant
Provide a safe school environment which fosters increased communication between home and school, encourages community involvement, and focuses the school climate on opportunities for student engagement	<u>Engagement:</u> <u>Priority 3:</u> <b>Parent Involvement</b> <b>Seek parent input, promote parent participation</b> <u>Priority 5: Student Engagement</u> School attendance rates, chronic absenteeism rates, middle school dropout rates <u>Priority 6: School Climate</u> Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness	increase efforts to include and involve all subgroups in their school community through SSC, ELAC, DELAC, DAC and AAPAC			<b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant	<b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant	<b>Funding Source</b> 2000 & 3000 Object codes LCFF Base, Supplemental/ Concentration Grant

	<p>Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents, teachers on school safety and school connectedness</p>				<p><u>Addition of Hours – Comm. Resource Clerk</u>  Additional hours added to increase position to 8 hr./12 months  \$30,000</p> <p><u>Funding Source</u>  2000 &amp; 3000 Object codes  LCFF Base, Supplemental/  Concentration Grant</p>	<p><u>Addition of Hours – Comm. Resource Clerk</u>  Additional hours added to increase position to 8 hr./12 months  \$30,000</p> <p><u>Funding Source</u>  2000 &amp; 3000 Object codes  LCFF Base, Supplemental/  Concentration Grant</p>	<p><u>Addition of Hours – Comm. Resource Clerk</u>  Additional hours added to increase position to 8 hr./12 months  \$30,000</p> <p><u>Funding Source</u>  2000 &amp; 3000 Object codes  LCFF Base, Supplemental/  Concentration Grant</p>
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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

**In 2013-2014, 88% of AESD students qualified as one or more of the targeted students under LCFF – low income, English Learner, Foster Youth. The district's schools enroll the following percentage of unduplicated students:**

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<i>Adelanto Elementary – 97%</i>	<i>Bradach School – 90%</i>	<i>Columbia Middle School - 93%</i>	<i>Eagle Ranch School - 79%</i>	<i>El Mirage School - 97%</i>
<i>George Magnet School - 90%</i>	<i>Mesa Linda Middle - 82%</i>	<i>Morgan Kincaid School - 77%</i>	<i>Ted Vick School - 90%</i>	<i>Victoria Magathan School - 95%</i>
<i>West Creek School - 89%</i>	<i>Westside Park School - 98%</i>			

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As the result of the high number of target students throughout the district, Supplemental and Concentration Funds are used LEA wide for most actions and services. These services include high quality professional development to provide students with effective instruction, increased access to literacy skills, academic and behavioral supports, interventions, standards-aligned textbooks and materials, and technology. In light of the high number of target students at all schools, the use of Supplemental and Concentration Funds will ensure equal access to all students.

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The district's LCFF supplemental and concentration grant target amount at full implementation is estimated to be \$20,479,378. 2012-2013 expenditures for unduplicated students was \$1,235,613.

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The total estimated supplemental and concentration grant minimum for 2014-2015 is \$6,633,489.

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Resources are allocated district-wide based on the unduplicated count of 88% with no school at less than 77%.

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The total estimated supplemental and concentration grant minimum for 2014-2015 is \$6,633,489.

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Resources are allocated district-wide based on the unduplicated count of 88% with no school at less than 77%.

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

The percentage by which services for unduplicated students must be increased or improved as compared to the services provided to all students in the LCAP year 1 is calculated as 12.74%. Consistent with the requirements of 5 CCR15496, the actions and services provided in the LCAP year 1 demonstrate increased and improved services for unduplicated students.

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#### 2014-15 Funding

Base Grant \$52,058,227 divided by Supplemental/Concentration Grant \$6,633,489 = 12.74% Proportional increase or improvement in services.

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Unduplicated students will receive increased and improved services will include:

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-Positive Behavior Intervention and Supports (PBIS) Program implementation at all school sites to provide social, emotional and academic tiered supports.

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-Common Core State Standards (CCSS) implementation through professional development, increase in technology resources available to students and additional technology staff.

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Increased and Improved Services include:

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-Increased instructional day by one hour.

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-Positive Behavior Intervention and Supports (PBIS) Program implementation at all school sites to provide social, emotional and academic tiered supports.

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-Allocation of funds to school sites to provide site-based local control from the total allocation of supplemental and concentration grant funds. School sites will expend the funding based on the

Unduplicated students will receive increased and improved services will include:

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-Positive Behavior Intervention and Supports (PBIS) Program implementation at all school sites to provide social, emotional and academic tiered supports.

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-Common Core State Standards (CCSS) implementation through professional development, increase in technology resources available to students and additional technology staff.

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Increased and Improved Services include:

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-Increased instructional day by one hour.

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-Positive Behavior Intervention and Supports (PBIS) Program implementation at all school sites to provide social, emotional and academic tiered supports.

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-Allocation of funds to school sites to provide site-based local control from the total allocation of supplemental and concentration grant funds. School sites will expend the funding based on the individual needs of their students, particularly English learners, low-income students, and Foster Youth, in alignment with the eight state priorities, as outlined in the LCAP, in order to improve and increase services for unduplicated students. Allocation per school = \$100 per student enrolled

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-Add Foster Youth counseling

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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

1-03-14 [California Department of Education]