

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Jurupa Unified School District Contact: Elliott Duchon, Superintendent, educhon@jUSD.k12.ca.us, 951-360-4168 LCAP Year: 2014-15

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>The involvement process began as our own capacity for understanding and implementing the complexities of the Local Control Funding Formula (LCFF) requirements were released. Informational meetings began with a Board meeting on November 18th and DAC/DELAC presentations on November 7th and February 6th, respectively, that included consultation on strengths and needs. The engagement process evolved into site-based parent meetings in both English and Spanish at every school including four teacher forum meetings. All sites were provided an overview of Common Core State Standards (CCSS) and LCFF to be presented at their SSC/ELAC meetings. An LCFF survey in both English and Spanish was administered at every meeting and also made available on the district's home and community page for ongoing staff and parent input relative to these areas: support for student attendance and achievement, college and career readiness, and ways to more fully involve parents in their student's learning. Sign-in sheets were collected from all meetings and disaggregated to verify that all subgroups participated in the process, i.e., English Learner (EL), Low Income (LI), Foster Youth (FY). All existing site-based and district committees are also part of the LCAP ongoing input process and included all principals, administrative council, instructional council, units of study committee, categorical, school site councils, site advisories, union representatives, and departmental meetings. In addition, the Director of Administrative Services and Foster Youth liaison interviewed High School students including ASB representatives, EL, LI, FY for input on ways to support their learning. All stakeholder input was considered when determining the goals and</p>	<p>With over 100 districtwide stakeholder meetings, JUSD has identified common recurring themes. These themes are reflected in the goals, actions, services, and funding alignment reflected in the three parts of the LCAP. The common themes include:</p> <ul style="list-style-type: none"> • Support teachers with Common Core State Standards, i.e., professional development, instructional resources, data analysis, intervention, and coaching • More access to technology and technology support • Smaller class sizes, more instructional time, and individual student support • Parent and student engagement, i.e., caring adults, behavior support, engaging classes, linking parents to community, feeling connected to school, and more communication • Student support for college readiness, college application support, scholarships, and course variety <p>All of the priorities above are addressed under three focus areas, Part A Learning Outcomes—College and Career Readiness; Part B Student Achievement—Data Driven Decision Making; and Part C Engagement, Parent, Student, and Community Engagement. Ultimately, all stakeholders will have a better understanding of the use of funding through our LCAP and Single Plans for Student Achievement (SPSAs) and their alignment to JUSD's goals, actions, and resources as well as provide an opportunity annually to review priority matrices and provide for input based on the data reflected. Our annual process will</p>

<p>ultimate actions outlined in Section 2 and 3 of the LCAP Parts A Learning Outcomes, B Student Achievement, and C Engagement. A strong relationship between JUSD Business and Education Services departments exists, and the dissemination and ongoing monitoring of the LCAP will be coordinated through the two departments. The final Board Draft LCAP overview occurred on June 2, 2014 with the Hearing Session for the LCAP and Budget on June 16, 2014 and final LCAP and Budget approval on June 19, 2014. All comments received from DAC/DELAC on June 12, 2014 were addressed in writing by the Superintendent. Information on LCFF and LCAP is prominently displayed on the district website with site links and an opportunity for comment.</p>	<p>include a systemic timeline that considers all metric data in the evaluation of program effectiveness.</p>
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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?) <i>See Appendix A for Needs Analysis</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
assessment (reading by end of 3 rd grade)* • % Foster Youth (FY) graduating • % students enrolled in a-g course * • % students eligible for a-g courses * • Class sizes moving to 24:1 by regulations • % Highly Qualified Teachers *(disaggregated by LI, EL, FY, significant subgroups)		All/Emphasis LI/EL/FY	All	demo lessons, model classrooms, and data analysis of common formative assessments. • Intervention teachers will provide intensive, early literacy, or primary coaching support to ensure students are reading at grade level by the end of 3 rd grade (set baseline for 3 rd grade reading on UOC and SBAC assessments). • Library access will increase with additional digital access provided. • Foster Youth liaison develop plan for FY support (baseline for FY graduation rate) • Complete audit and establish baseline data on A-G enrollment • Review and increase CTE course offerings (baseline). • Smaller class sizes TK-3	analysis of common formative assessments. • Intervention teachers will provide intensive, early literacy, or primary coaching support to ensure students are reading at grade level by the end of 3 rd grade (increase 3 rd graders reading by 10% on UOC and SBAC assessments). • Library access will increase with additional digital access provided. • Foster Youth liaison will monitor and implement support system (5% increase in graduating FY) • Increase A-G student enrollment (5% increase from baseline) • Increase CTE course	lessons, model classrooms, and data analysis of common formative assessments. • Intervention teachers will provide intensive, early literacy, or primary coaching support to ensure students are reading at grade level by the end of 3 rd grade (increase 3 rd graders reading by 10% on UOC and SBAC assessments). • Library access will increase with additional digital materials provided. • Foster Youth liaison will review and modify support system if necessary (5% increase in graduating FY) • Increase A-G student enrollment (5%		
		All/Emphasis LI/EL/FY	All					
		FY	All					
		All	High					
		All	High					
	All	Elem						

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					GSA (27:1) <ul style="list-style-type: none"> Maintain HQT status of teachers 	offerings and student certifications (from baseline). <ul style="list-style-type: none"> Smaller class sizes TK-3 GSA (26:1) Maintain HQT status of teachers 	increase from prior year <ul style="list-style-type: none"> Increase CTE course offerings and student certifications (from prior year). Smaller class sizes TK-3 GSA (25:1) Maintain HQT status of teachers 	
Needs: <ul style="list-style-type: none"> UOS Pre-Post Assessments UOS Performance Assessments SBAC Assessment Reporting Monitoring of Instruction PD Technology Counselor and Guidance Coordinator Support Extended day support Metric: <ul style="list-style-type: none"> % students 	<u>B. Student Outcomes</u> Goal 1.0: All students will be college and career ready.	All/Emphasis on LI/EL/FY All All	All Select All		By May 2015: <ul style="list-style-type: none"> Baseline UOS Pre-Post formative data available for collaboration and modification of instruction or student intervention support (disaggregated for significant subgroups). Selected schools pilot online UOS formative assessments. Baseline data for SBAC assessments provided to gauge student movement toward college and career readiness. Baseline Running 	By May 2016: <ul style="list-style-type: none"> Improved data results from baseline--UOS Pre-Post formative data, performance tasks, and SBAC data available for collaboration and modification of instruction, including student intervention (disaggregated for significant subgroups). Additional schools use online UOS formative assessments. Running Records and post-assessments at each trimester grades 	By May 2017: <ul style="list-style-type: none"> Improved data results from prior year--UOS Pre-Post formative data, performance tasks, and SBAC data available for collaboration and modification of instruction, including student intervention (disaggregated for significant subgroups). All schools use online UOS formative assessments. Running Records and 	2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) <i>See Appendix A for Needs Analysis</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>proficient on pre-and post-assessments (baseline)*</p> <ul style="list-style-type: none"> • % students proficient on SBAC assessments (baseline)* • API Growth (758; +4) • % meeting AMAO 1 and 2ab on CELDT (1-58.5%/2a 22.6%/2b 48.7%; +2%) • % students enrolled in AP courses (18.9%/+2%)* • % students passing AP with 3 or higher (13.8%; +2%)* • % students ready for college based on EAP (10% ELA/8% math; +2% college 		<p>All</p> <p>All/Emphasis on LI/EL/FY</p> <p>All/ Emphasis on LI/EL/FY</p> <p>All</p> <p>All</p>	<p>Elem</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>		<p>Records and post-assessments at each trimester grades 2-5</p> <ul style="list-style-type: none"> • Monitoring post-assessment for foundational skills in every unit TK-1 • Monitoring CELDT for EL growth and proficiency in English. (+2% increase AMAO 1 and 2) • PD will include continued UOS ELA/ELD/Math implementation, data analysis and instruction, including EL TSAs and facilitator support at site. • Student, parent, and teacher access to computers in classroom, during assessment window, in library, lab. • PD and certification programs in technology instruction. • Students will access 	<p>2-5 (increase from baseline)</p> <ul style="list-style-type: none"> • Monitoring post-assessment for foundational skills in every unit TK-1 (increase from baseline) • Monitoring CELDT for EL growth and proficiency in English. (+2% increase AMAO 1 and 2) • PD will include continued UOS ELA/ELD/Math implementation, data analysis and instruction, including EL TSAs and EL facilitator support at site. • Student, parent, and teacher access and monitoring of computers in classroom, during assessment window, in library, lab. 	<p>post-assessments at each trimester grades 2-5 (increase from prior year)</p> <ul style="list-style-type: none"> • Monitoring post-assessment for foundational skills in every unit TK-1 (increase from prior year) • Monitoring CELDT for EL growth and proficiency in English. (+2% increase AMAO 1 and 2) • PD will include continued UOS ELA/ELD/Math implementation, data analysis and instruction, including EL TSAs and EL facilitator support at site. • Student, parent, and teacher increased access and monitoring of computers in 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) <i>See Appendix A for Needs Analysis</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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ready)* • % students passing CAHSEE in ELA and Math (75% ELA/76% Math; +3%)* • % students reclassified (7%/+2%) *(disaggregated by LI/EL/FY, significant subgroups)		All	High	career and technical support from career center. • HS Guidance Coordinators will review the following: placement of students ready for AP courses, AP exam support, and needed CAHSEE intervention. (2% increase in AP enrollment and AP exam pass rates) • MS Counselors to review elementary ELA/Math scores to identify students needing academic, attendance, and behavior supports. • Review and modify current CAHSEE intervention programs to increase pass rates. (3% CAHSEE increase) • Increase extended day intervention support. • PD on learning walks	• PD and certification programs in technology instruction. • Students will access career and technical support from career center. • HS Guidance Coordinators will review the following: placement of students ready for AP courses, AP exam support, and needed CAHSEE intervention. (2% increase in AP enrollment and AP exam pass rates) • MS Counselors to review elementary ELA/Math scores to identify students needing academic, attendance, and behavior supports. • Review and modify current CAHSEE intervention programs to increase pass rates.	classroom, during assessment window, in library, lab. • PD and certification programs in technology instruction. • Students will access career and technical support from career center. • HS Guidance Coordinators will review the following: placement of students ready for AP courses, AP exam support, and needed CAHSEE intervention. (2% increase in AP enrollment and AP exam pass rates) • MS Counselors to review elementary ELA/Math scores to identify students needing academic, attendance, and behavior supports.		
		All	High					
		All/Emphasis on LI/EL/FY	Middle					
		All Emphasis on LI/EL/FY	High					
	All	All						

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		All	Pilot		observation model—pilot. • Monitor reclassification criteria to ensure student’s English proficiency (+2% reclassification rate)	(3% CAHSEE increase) • Increase extended day intervention support • PD on learning walk observation model—expand. • Monitor reclassification criteria to ensure student’s English proficiency (+2% reclassification rate)	• Review and modify current CAHSEE intervention programs to increase pass rates. (3% CAHSEE increase) • Increase extended day intervention support • PD on learning walk observation model—finalize. • Monitor reclassification criteria to ensure student’s English proficiency (+2% reclassification rate)	
Needs: • Upgrade current facilities to meet 21 st century needs • Provide infrastructure to support electrical and technology upgrades • Incorporate	<u>A. Conditions of Learning</u> Goal 2.0: All students will have a safe, orderly, and inviting learning environment	All	All		• Deferred maintenance and capital outlay to support increased facility and infrastructure needs (80% Good on FIT)	• Deferred maintenance and capital outlay to support increased facility and infrastructure needs (90% Good on FIT)	• Deferred maintenance and capital outlay to support increased facility and infrastructure needs (100% Good on FIT)	1

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facility renovations to provide for flexible environments • Renovate and upgrade STEM labs to support CCSS implementation Metric: • Evaluation of the deferred maintenance plan • % Good on Facility Inspection Tool (FIT)								
Needs: • Ongoing PBIS Implementation • PBIS Coach PD • PBIS resources • Parent/Student Communication on PBIS • Saturday School • One-on-one with Chronic Absentee	<u>C. Engagement</u> Goal 2.0: All students will have a safe, orderly, and inviting learning environment	All All	All All		By May 2015: • Students reflect ability to resolve conflict and are more socially and emotionally resilient. • Parents will feel more connected and understand behavior and attendance expectations within a welcoming	By May 2016: • Students increase ability to better resolve conflict and are more socially and emotionally resilient. • Parents will feel more connected and understand behavior expectations and access to PBIS	By May 2017: • Students reflect and articulate the ability to better resolve conflict and are more socially and emotionally resilient. • Parents will feel more connected and understand behavior and attendance	3, 4, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) <i>See Appendix A for Needs Analysis</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Parents Metric: <ul style="list-style-type: none"> • % decrease in Suspensions and Expulsions • % increase in graduation rates (82.1/+2%) • % decrease in middle school dropout rate (.33 rate/-2%) • % decrease in high school dropout rate (11.6/-2%) • % increase parent and student satisfaction on surveys • EBS Self-Assessment Survey used for annual behavioral and social emotional action planning • % ADA recovery 		All/Emphasis on LI/EL/FY All All All/Emphasis on LI/EL/FY	All All All All		environment. <ul style="list-style-type: none"> • Site Staff will use PBIS strategies and reinforcement systems for behavior modification. • Behavioral and attendance data will be analyzed • Update of Safe School Plans and emergency supplies • Mental Health support for grief, parenting, drug and emotional services. • Graduation rates will continue to increase (2%) and dropout rates will continue to decrease (2%) in both middle and high school 	resource information. <ul style="list-style-type: none"> • Site Staff will use and evaluate PBIS strategies and reinforcement systems for behavior modification. • Integrate PBIS into current district systems • Behavioral and attendance strategies will be reviewed and modified based on data, if necessary • Update of Safe School Plans and emergency supplies • Mental Health support for grief, parenting, drug and emotional services. • Graduation rates will continue to increase (2%) and dropout rates will continue to decrease (2%) in both middle and high school 	expectations and have more collaborative opportunities with the school and district. <ul style="list-style-type: none"> • Site Staff will use and share most effective PBIS strategies and reinforcement systems for behavior modification. • Evaluate and modify PBIS district-wide implementation • Social and Emotional services will be reviewed and modified based on data, if necessary • Update of Safe School Plans and emergency supplies • Mental Health support for grief, parenting, drug and emotional services. • Graduation rates will continue to increase 	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • % increased attendance of chronic absentees • Increase in resilience and school climate factors on CA Healthy Kids Survey 							(2%) and dropout rates will continue to decrease (2%) in both middle and high school	
<p>Needs:</p> <ul style="list-style-type: none"> • Welcoming and Safe Environment • Effective School-Family Communications • Meaningful resources • Shared Leadership • Adequate Resources • Parent/Student Engagement Opportunities increased, i.e., 100 Mile Club, Café Literario, Literacy, CCSS, AVID, STEM, IB 	<p><u>C. Engagement</u></p> <p>Goal 3.0: All students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process.</p>	<p>All</p> <p>All/Emphasis on LI/EL/FY</p> <p>All</p> <p>All/Emphasis on LI/EL/FY</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>		<p>By May 2015:</p> <ul style="list-style-type: none"> • Parents indicate campus is clean and parents are greeted promptly by a friendly front office staff. • Staff will engage parents more effectively in support of their student's learning. • Parents in leadership will understand their roles and responsibilities. • Technology support for parents and students so that they have initial access to attendance and academic progress, includes emails and text 	<p>By May 2016:</p> <ul style="list-style-type: none"> • Parents indicate they feel welcomed and signs indicate important places within the school such as the library and guidance office as well as updated marquee. • Staff will engage parents more effectively in support of their student's learning. • Parents in leadership will understand their roles and responsibilities. • Technology support for parents and 	<p>By May 2017:</p> <ul style="list-style-type: none"> • Parents and school staff collaborate to increase parent outreach and create a resource center/area as well as opportunities for anonymous feedback. • Staff will engage parents more effectively in support of their student's learning. • Parents in leadership will understand their roles and responsibilities. • Technology support 	3, 4, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) <i>See Appendix A for Needs Analysis</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: <ul style="list-style-type: none"> • % staff attending PD training by site • # of parent engagement opportunities by site; % of parents taking advantage of those opportunities • % increased parent and student satisfaction on parent/student surveys 		All/Emphasis on LI/EL/FY	All		messages. <ul style="list-style-type: none"> • Plan peer support opportunities for students 	students so that they have better access and make use of attendance and academic progress, includes emails and text messages. <ul style="list-style-type: none"> • Extend peer support opportunities for students 	for parents and students so that they have better access to attendance and academic progress, includes emails and text messages. <ul style="list-style-type: none"> • Maximize peer support opportunities for students 	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><u>A. Conditions of Learning</u></p> <p>Goal 1.0: All students will be college and career ready.</p>	1, 2, 7	<ul style="list-style-type: none"> Roll out of UOS CCSS curriculum units and effective instructional strategies Center for Leadership and Learning and RCOE PD Support Hire PD Coordinator Instructional coaches to support teaching and learning for all students. Selection, Purchase, and Use of Adopted reading, writing and mathematics Materials Additional planning and instructional minutes for staff RSP Additional Hours for Special Education Support Library Staff Additional Hours for resource access Hire grade span adjustment teachers 	<p>LEA</p> <p>LEA/SW</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA/SW</p> <p>LEA/SW</p>		<ul style="list-style-type: none"> PD on UOS implementation and effective strategies for mathematics and ELA/ELD; 2 days, all teachers. (CCSS \$400,000; LCFF \$600,000) UOS development and modification (hrly/sub) (Title I \$50,000; LCFF \$150,000) PD Contracts with Center for Leadership and Learning and RCOE for UOS support and coaching model follow up (LCFF \$200,000; Title II \$120,000) PD Coordinator to support training/organization of coaching staff and PD program (LCFF \$120,000) Hire 9 Instructional Coaches (1 Ed Tech) to support classroom instruction including strategic and intensive intervention. (LCFF \$900,000) Purchase Mathematics materials (CCSS \$1,500,000; LCFF \$500,000) Supplemental support ELA/ELD and Mathematics materials (includes leveled readers, copy machines, printing, software, etc.) (LCFF \$400,000) Musical Instruments and music supplies (LCFF \$20,000) 	<ul style="list-style-type: none"> Continued PD on UOS implementation and effective strategies for mathematics and ELA/ELD; 2 days, all teachers (LCFF \$600,000; Title I \$400,000) Ongoing UOS review and modification (hrly/sub) (Title I \$30,000; LCFF \$30,000) PD Contracts with Center for Leadership and Learning and RCOE for UOS support and coaching model follow up (LCFF \$150,000; Title II \$120,000) PD Coordinator to support training/organization of coaching staff and PD program (LCFF \$120,000) Current 9 Instructional Coaches; Hire additional 4 Instructional Coaches to support classroom instruction including strategic and intensive intervention. (LCFF \$900,000+\$400,000) Purchase ELA/ELD materials (LCFF \$2,000,000) Supplemental support ELA/ELD and Mathematics materials (includes leveled readers, copy machines, printing, software, etc.) (LCFF \$400,000) 	<ul style="list-style-type: none"> Continued PD on UOS implementation and effective strategies for mathematics and ELA/ELD; 2 days, all teachers (LCFF \$600,000; Title I \$400,000) Ongoing UOS review and modification (hrly/sub) (Title I \$20,000; LCFF \$20,000) PD Contracts with Center for Leadership and Learning and RCOE for UOS support and coaching model follow up (LCFF \$100,000; Title II \$120,000) PD Coordinator to support training/organization of coaching staff and PD program (LCFF \$120,000) Current 13 Instructional Coaches to support classroom instruction including strategic and intensive intervention. (LCFF \$1,300,000) Purchase Science materials (LCFF \$2,000,000) Supplemental support ELA/ELD, Mathematics, and Science materials (includes leveled readers, copy machines, printing, software, etc.) (LCFF \$400,000) Musical Instruments and music supplies (LCFF \$20,000)

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
			LEA/SW LEA LEA/SW LEA/SW SW LEA		<ul style="list-style-type: none"> Additional teacher preparation time and collaboration (includes data team, site sub/hourly) (LCFF \$2,220,000+\$200,000) RSP Aides extra hours (LCFF \$150,000) EMCCs/Library Technicians (Title I \$250,000, LCFF \$560,000) Digital Resources (eBooks, EBSCO, World Book Online) and management system (Asset Manager) (LCFF \$200,000) CTE offerings (LCFF \$1,000,000) GSA staffing; Current 20 in categorical; hire 10+ GSA teachers (LCFF \$1,700,000+\$700,000) 	<ul style="list-style-type: none"> Musical Instruments and music supplies (LCFF \$20,000) Continued teacher preparation time and collaboration (includes data team, site sub/hourly) (LCFF \$2,220,000+\$200,000) RSP Aides extra hours (LCFF \$150,000) EMCCs/Library Technicians (Title I \$250,000, LCFF \$560,000) Digital Resources (eBooks, EBSCO, World Book Online) and management system (Asset Manager) (LCFF \$200,000) CTE offerings (LCFF \$1,000,000+\$50,000) GSA staffing; Current 30; Hire 10+ GSA teachers (LCFF \$2,400,000+\$700,000) 	<ul style="list-style-type: none"> Continued teacher preparation time and collaboration (includes data team, site sub/hourly) (LCFF \$2,220,000+\$200,000) RSP Aides extra hours (LCFF \$150,000) EMCCs/Library Technicians (Title I \$250,000, LCFF \$560,000) Digital Resources (eBooks, EBSCO, World Book Online) and management system (Asset Manager) (LCFF \$200,000) CTE offerings (LCFF \$1,050,000+\$50,000) GSA staffing; Current 40; Hire 10+ GSA teachers (LCFF \$3,100,000+\$700,000)
<u>B. Student Outcomes</u> Goal 1.0: All students will be college and career ready.	2, 4, 8	<ul style="list-style-type: none"> Realignment of assessments to CCSS and building new assessments to align to UOS with SBAC aligned items. ARC and UOS committee review of UOS assessments. Teachers will collaborate on reviewing data to 	LEA LEA LEA		<ul style="list-style-type: none"> EADMS and Key Data Contract for data management system and analysis services (LCFF \$125,000, Title I \$50,000) Contract with Measured Progress SBAC assessment bank (LCFF \$62,000) Assessment Annex staff will support the review and development of district assessments (TSA/2 clerks). (Title II \$50,000; Title I 	<ul style="list-style-type: none"> EADMS and Key Data Contract for data management system and analysis services (LCFF \$125,000) Contract with Measured Progress SBAC assessment bank (LCFF \$62,000) Assessment Annex staff will support the review and development of district assessments (TSA/2 clerks). (Title II \$50,000; Title I 	<ul style="list-style-type: none"> EADMS and Key Data Contract for data management system and analysis services (LCFF \$125,000) Contract with Measured Progress SBAC assessment bank (LCFF \$62,000) Assessment Annex staff will support the review and development of district assessments (TSA/2 clerks). (Title II \$50,000; Title I

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
		modify instruction. • Technology and software aligned to technology plan to support assessment and instruction. • Counselors at Middle Schools (3) • Career Center Clerks (CCC) provide college and career information to students in career center. • Classroom instructional walk observation model implemented. • Extended Learning Opportunities (ELO) provided extended day, summer, Saturday, extended year. • CAHSEE intervention teachers at all three high schools • Program accountability for funding and implementation of LCAP/LEAP	LEA SW LEA/SW LEA/SW SW LEA/SW LEA SW SW LEA		\$120,000) • ARC and UOS Committee work on pre- and post-assessments (LCFF \$20,000) • Teacher collaborative time for data review and instructional modification (Minimum/Extended days) • Computers, laptops, tablets, document cameras, digital projectors (LCFF \$1,000,000) • Formative assessment materials (includes support staff, printing, scanners, software, etc.) (LCFF \$150,000) • Counselors (1) 3 middle schools (LCFF \$350,000) • Career Center Clerks at 3 high schools (LCFF \$90,000) • Pilot PD on instructional walk observation model. (LCFF \$25,000) • Review and develop ELO programs at site level (LCFF \$100,000) • CAHSEE Intervention, 3.0 FTEs each HS (LCFF \$900,000) • Review and develop Summer ELO offerings at high school (LCFF \$400,000)	\$120,000) • ARC and UOS Committee work on pre-, post-, and performance assessments (LCFF \$25,000) • Teacher collaborative time for data review and instructional modification (Minimum/Extended days) • Computers, laptops, tablets, document cameras, digital projectors (LCFF \$1,000,000) • Formative assessment materials (includes support staff, printing, scanners, software, etc.) (LCFF \$100,000) • Counselors (1) 3 middle schools (LCFF \$350,000) • Career Center Clerks at 3 high schools (LCFF \$90,000) • Expand PD on instructional walk observation model. (LCFF \$25,000) • Expand ELO offerings at site level (LCFF \$125,000) • CAHSEE Intervention, 3.0 FTEs each HS (LCFF \$900,000) • Expand Summer ELO offerings (LCFF \$500,000)	\$120,000) • ARC and UOS Committee work on pre-, post-, and performance assessments (LCFF \$25,000) • Teacher collaborative time for data review and instructional modification (Minimum/Extended days) • Computers, laptops, tablets, document cameras, digital projectors (LCFF \$1,000,000) • Formative assessment materials (includes support staff, printing, scanners, software, etc.) (LCFF \$100,000) • Counselors (1) 3 middle schools (LCFF \$350,000) • Career Center Clerks at 3 high schools (LCFF \$90,000) • Finalize PD on instructional walk observation model. (LCFF \$25,000) • Review and Expand ELO offerings at site level (LCFF \$150,000) • CAHSEE Intervention, 3.0 FTEs each HS (LCFF \$900,000) • Review and Expand Summer ELO offerings (LCFF \$600,000)
<u>A. Conditions of Learning</u>	1	• Maintenance and operations will	LEA LEA		• Deferred Maintenance (LCFF \$700,000)	• Deferred Maintenance (LCFF \$700,000)	• Deferred Maintenance (LCFF \$700,000)

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 2.0: All students will have a safe, orderly, and inviting learning environment.		maintain facilities based on identified facility and infrastructure needs			<ul style="list-style-type: none"> Capital Outlay (LCFF \$50,000) 	<ul style="list-style-type: none"> Capital Outlay (LCFF \$50,000) 	<ul style="list-style-type: none"> Capital Outlay (LCFF \$50,000)
<p><u>C. Engagement</u></p> <p>Goal 2.0: All students will have a safe, orderly, and inviting learning environment.</p>	3, 4, 5, 6	<ul style="list-style-type: none"> Schedule ongoing PBIS training and coaching support Schedule Parent PBIS training Selection, purchase, and order PBIS support materials and student incentives Schedule Saturday School Program and monitor attendance Monitor 30 and 60 day follow up of SARB students Meet one-on-one with parents of chronically absent students Identify students with mental health needs and schedule support. Schedule PD for staff on specific special student needs. 	<p>LEA/SW</p> <p>SW</p> <p>SW</p> <p>LEA/SW</p> <p>LEA</p> <p>SW</p> <p>LEA</p> <p>LEA</p> <p>LEA/SW</p>		<ul style="list-style-type: none"> PD on PBIS—2 days, new staff. (LCFF \$20,000) Coaching Support stipends (LCFF \$50,000) Site Based extra hourly for after school staff and parent PBIS meetings (LCFF \$35,000) PBIS Resource materials and incentives (LCFF \$40,000) Saturday School Implementation (LCFF \$100,000) Safe School Plans implementation and emergency supplies (LCFF \$30,000) Coordinator (portion) for support of Mental Health services for students and families (LCFF \$30,000). PD requested by staff on support strategies for students with autism or in need of crisis prevention (LCFF \$5,000) CPR training and resources (LCFF \$25,000) 	<ul style="list-style-type: none"> PD on PBIS—2 days, new staff. (LCFF \$20,000) Coaching Support stipends (LCFF \$50,000) Site Based extra hourly for after school staff and parent PBIS meetings (LCFF \$35,000) PBIS Resource materials and incentives (LCFF \$40,000) Saturday School Implementation (LCFF \$100,000) Safe School Plans implementation and emergency supplies (LCFF \$30,000) Coordinator (portion) for support of Mental Health services for students and families (LCFF \$30,000). PD requested by staff on support strategies for students with autism or in need of crisis prevention (LCFF \$5,000) CPR training and resources (LCFF \$25,000) 	<ul style="list-style-type: none"> PD on PBIS—2 days, new staff. (LCFF \$20,000) Coaching Support stipends (LCFF \$50,000) Site Based extra hourly for after school staff and parent PBIS meetings (LCFF \$35,000) PBIS Resource materials and incentives (LCFF \$40,000) Saturday School Implementation (LCFF \$100,000) Safe School Plans implementation and emergency supplies (LCFF \$30,000) Coordinator (portion) for support of Mental Health services for students and families (LCFF \$30,000). PD requested by staff on support strategies for students with autism or in need of crisis prevention (LCFF \$5,000) CPR training and resources (LCFF \$25,000)

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
<p><u>C. Engagement</u></p> <p>Goal 3.0: All students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process.</p>	3, 4, 5, 6	<ul style="list-style-type: none"> Schedule PD training to support welcoming and engaging environment. Parent training and student outreach based on site-based parent and student needs (i.e. 100 Mile Club, Literacy, CCSS, AVID, STEM, IB) Hire Parent, Student, Community Director Parent Liaisons Shared Leadership for all parents (i.e., DAC, SSC, GAC, PTA) Selection, Purchase, and order parent support materials (include computers, Blackboard, and resource materials) Access to technology and resources in the library that will require additional hours for library staff 	<p>LEA/SW</p> <p>SW</p> <p>LEA/SW</p> <p>LEA</p> <p>LEA/SW</p> <p>LEA/SW</p> <p>LEA</p> <p>LEA/SW</p>		<ul style="list-style-type: none"> PD on welcoming and engaging environment— customer service; all staff. (LCFF \$100,000) Site-based parent trainings and student opportunities (Title I \$50,000; LCFF \$20,000) AVID support (HS \$20,000, MS \$5,000 LCFF \$75,000; Summer Inst Title II \$25,000) Hire director to support parent, student, and community outreach. (LCFF \$130,000) Parent center/areas will be available to support parent communication. Computer, library access, resources (LCFF \$70,000) All parents and staff will have leadership opportunities through advisory committees i.e., DAC, SSC, GAC, PTA; babysitting, refreshments, extra hourly (LCFF \$10,000) Blackboard parent notification system (LCFF \$20,000; Title I \$20,000) EMCCs and Library Technicians—increase hours to 8 (Title I \$50,000; LCFF \$80,000) 	<ul style="list-style-type: none"> Continued PD on parent engagement strategies; all staff (LCFF \$50,000) Site-based parent trainings and student opportunities (Title I \$50,000; LCFF \$20,000) AVID support (HS \$20,000, MS \$5,000 LCFF \$75,000; Summer Inst Title II \$25,000) Director to support parent, student, and community outreach. (LCFF \$130,000) Parent Liaisons (LCFF \$60,000) Parent center/areas will be available to support parent communication. Computer, library access, resources (LCFF \$25,000) All parents and staff will have leadership opportunities through advisory committees i.e., DAC, SSC, GAC, PTA; babysitting, refreshments, extra hourly (LCFF \$10,000) Blackboard parent notification system (LCFF \$20,000; Title I \$20,000) EMCCs and Library Technicians—increase hours to 8 (Title I \$50,000; LCFF \$80,000) 	<ul style="list-style-type: none"> Continued PD on effective parent engagement strategies; 1 day, all staff (LCFF \$50,000) Site-based parent trainings and student opportunities (Title I \$50,000; LCFF \$20,000) AVID support (HS \$20,000, MS \$5,000 LCFF \$75,000; Summer Inst Title II \$25,000) Director to support parent, student, and community outreach. (LCFF \$130,000) Parent Liaisons (LCFF \$60,000) Parent center/areas will be available to support parent communication. Computer, library access, resources (LCFF \$25,000) All parents and staff will have leadership opportunities through advisory committees i.e., DAC, SSC, GAC, PTA; babysitting, refreshments, extra hourly (LCFF \$10,000) Blackboard parent notification system (LCFF \$20,000; Title I \$20,000) EMCCs and Library Technicians—increase hours to 8 (Title I \$50,000; LCFF \$80,000)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1.0	2, 7	For low income pupils: <ul style="list-style-type: none"> Intervention teachers to support primary instruction and intensive learners. 	LEA/SW LEA/SW		<ul style="list-style-type: none"> Intervention Teachers, .50 of 16, plus 13 site-based Intervention Teachers (Title I \$1,500,000) Intervention Software licenses, Language, Read 180, Odysseyware (LCFF \$200,000) 	<ul style="list-style-type: none"> Intervention Teachers, .50 of 16, plus 13 site-based Intervention Teachers (Title I \$1,500,000) Intervention Software licenses, Language, Read 180, Odysseyware (LCFF \$200,000) 	<ul style="list-style-type: none"> Intervention Teachers, .50 of 16, plus 13 site-based Intervention Teachers (Title I \$1,500,000) Intervention Software licenses, Language, Read 180, Odysseyware (LCFF \$200,000)
Goal 1.0	2, 7	For English learners: <ul style="list-style-type: none"> Intervention teachers support primary instruction and intensive language learners. EL Teacher Coaches EL Facilitators Bilingual Language Tutors provide primary language support for English learners (including Dual Immersion). 	LEA LEA/SW SW SW		<ul style="list-style-type: none"> Intervention Teachers, .50 of 16 (Title III \$600,000; LCFF \$200,000) Two TSAs to support EL classroom instruction and coaching (LCFF \$200,000) EL Facilitators will assist with the placement and monitoring of EL student progress and PD for staff (LCFF \$10,000) Bilingual Language Tutors, 70 (LCFF \$850,000; Title III \$50,000) 	<ul style="list-style-type: none"> Intervention Teachers, .50 of 16 (Title III \$600,000; LCFF \$200,000) Two TSAs to support EL classroom instruction and coaching (LCFF \$200,000) EL Facilitators will assist with the placement and monitoring of EL student progress and PD for staff (LCFF \$10,000) Bilingual Language Tutors, 70 (LCFF \$850,000; Title III \$50,000) 	<ul style="list-style-type: none"> Intervention Teachers, .50 of 16 (Title III \$600,000; LCFF \$200,000) Two TSAs to support EL classroom instruction and coaching (LCFF \$200,000) EL Facilitators will assist with the placement and monitoring of EL student progress and PD for staff (LCFF \$10,000) Bilingual Language Tutors, 70 (LCFF \$850,000; Title III \$50,000)
Goal 1.0	2, 7	For foster youth and homeless:	SW		<ul style="list-style-type: none"> Counselor hourly provide focused support (LCFF 	<ul style="list-style-type: none"> Counselor hourly provide focused support (LCFF 	<ul style="list-style-type: none"> Counselor hourly provide focused support (LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> Counselor support for placement, referral, integration of services Develop infrastructure through admin services to monitor educational success of foster and homeless youth. 	LEA		\$10,000) <ul style="list-style-type: none"> Assign foster youth liaison to homeless liaison; develop plan for counseling, data review, resource availability (LCFF \$5,000) 	\$10,000) <ul style="list-style-type: none"> Provide FY and Homeless liaison with identified resources (LCFF \$5,000) 	\$10,000) <ul style="list-style-type: none"> Provide and monitor student needs of FY and Homeless liaison with resources (LCFF \$5,000)
Goal 1.0	2, 7	For redesignated fluent <ul style="list-style-type: none"> EL Facilitators and teachers provide EL and Redesignated support. 	LEA/SW		<ul style="list-style-type: none"> EL Facilitators and teachers will monitor for two years (LCFF \$10,000) 	<ul style="list-style-type: none"> EL Facilitators and teachers will monitor for two years (LCFF \$10,000) 	<ul style="list-style-type: none"> EL Facilitators and teachers will monitor for two years (LCFF \$10,000)
Goal 1.0	2, 4	For low income pupils/English learner/foster youth/redesignated students: <ul style="list-style-type: none"> Data will be disaggregated and reported schoolwide, classroom, individual, by subgroup. Additional Counselors at middle schools (3) Collaborative teams will use data to inform instruction and identify students for primary and intensive intervention. 	LEA/SW LEA/SW SW SW LEA/SW LEA		<ul style="list-style-type: none"> Teacher collaborative time for data review (Minimum/Extended days) Counselors (1) 3 middle schools (Title I \$350,000) Counselors and teachers will review data for subgroup students of need to determine intervention and classroom placement. Hourly (LCFF \$10,000) Extended Learning Opportunity (ELO) support for students based on intervention needs. (Title I \$100,000) EL TSA and EL Facilitator data review and instructional support (included in <i>Conditions of Learning</i>) CELDT and Placement assessment by Language 	<ul style="list-style-type: none"> Teacher collaborative time for data review (Minimum/Extended days) Counselors (1) 3 middle schools (Title I \$350,000) Counselors and teachers will review data for subgroup students of need to determine intervention and classroom placement. Hourly (LCFF \$10,000) Extended Learning Opportunity (ELO) support for students based on intervention needs. (Title I \$100,000) EL TSA and EL Facilitator data review and instructional support (included in <i>Conditions of Learning</i>) CELDT and Placement assessment by Language 	<ul style="list-style-type: none"> Teacher collaborative time for data review (Minimum/Extended days) Counselors (1) 3 middle schools (Title I \$350,000) Counselors and teachers will review data for subgroup students of need to determine intervention and classroom placement. Hourly (LCFF \$10,000) Extended Learning Opportunity (ELO) support for students based on intervention needs. (Title I \$100,000) EL TSA and EL Facilitator data review and instructional support (included in <i>Conditions of Learning</i>) CELDT and Placement assessment by Language

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Proficiency Evaluators (LCFF \$90,000)	Proficiency Evaluators (LCFF \$90,000)	assessment by Language Proficiency Evaluators (LCFF \$90,000)
Goal 2.0	3, 4, 5, 6	For Low Income/English Learner/Foster Youth/redesignated students: <ul style="list-style-type: none"> Schedule ongoing PBIS training and coaching support for staff on strategies to support students of need. Selection, purchase, and order PBIS support materials and student incentives Identify referral options in support to families of need (i.e., health, translation, housing, transportation, mental health support) 	LEA/SW LEA LEA/SW		<ul style="list-style-type: none"> PD and site-based PBIS trainings will include strategies to support underserved students and parents of need. (LCFF above Goal 2) PBIS coaches will ensure strategies and outreach to underserved students of need. (LCFF above) Health care aides and psychologists support parent and student referral (Title I \$175,000; LCFF \$175,000) 	<ul style="list-style-type: none"> PD and site-based PBIS trainings will include strategies to support underserved students and parents of need. (LCFF above Goal 2) PBIS coaches will ensure strategies and outreach to underserved students of need. (LCFF above) Health care aides and psychologists support parent and student referral (Title I \$175,000; LCFF \$175,000) 	<ul style="list-style-type: none"> PD and site-based PBIS trainings will include strategies to support underserved students and parents of need. (LCFF above Goal 2) PBIS coaches will ensure strategies and outreach to underserved students of need. (LCFF above) Health care aides and psychologists support parent and student referral (Title I \$175,000; LCFF \$175,000)
Goal 3.0	3, 4, 5, 6	For Low Income/English Learner/Foster Youth/redesignated students: <ul style="list-style-type: none"> Staff PD on providing parent engagement support to underserved students of need. Parent training and outreach based on site-based parent needs (i.e. ESL, importance of 	LEA/SW LEA/SW		<ul style="list-style-type: none"> PD and site-based trainings (i.e., ESL, Academic Expectations, College requirements, Reclassification process) will include materials, babysitting, refreshments, and translation to support parents of underserved students of need. (LCFF above Goal 3.0a) Parent center/areas will be available to support parent 	<ul style="list-style-type: none"> PD and site-based trainings will include strategies, babysitting, refreshments, and translation to support parents of underserved students of need. (LCFF above Goal 3) Parent center/areas will be available to support parent communication and increase access to parents and students of need. Computer, library access, resources (LCFF 	<ul style="list-style-type: none"> PD and site-based trainings will include strategies, babysitting, refreshments, and translation to support parents of underserved students of need. (LCFF above Goal 3) Parent center/areas will be available to support parent communication and increase access to parents and students of need.

- Collaboration and preparation time for quality first instruction in support of student learning (research-based instructional practices, data analysis, modification of instruction, intervention)
- Development and monitoring of Formative SBAC aligned assessments within UOS
- Use data and evidence to inform decisions and actions, and disaggregate by student subgroups
- Access and management of newly adopted CCSS aligned instructional materials
- Access and application of digital technologies and instructional integration
- Monitoring of instruction through Learning Walks
- Coordination and expansion of services to support Parent, Student, Community Engagement
- Grade Span Adjustment towards 24:1 in TK-3

In the fall, allocations will be determined, aligned, and incorporated into the school's Single Plan for Student Achievement (SPSA) by the school staff and School Site Council.

- 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.

All supplemental and concentration LCAP funding was entitled to increase or improve services to support students, including the 80.78% of low income, English learner (EL), or foster youth (FY) students in JUSD. All of our schools range from 49.68% to 95.63% in unduplicated students. The Minimum Proportionality Percentage (MPP) funding is in the amount of approximately \$15,650,249 in supplemental and concentration revenue for the 2014-15 school year. This equates to a MPP rate of the total base of 11.9692% for the 2014-15 school year. Schools, especially secondary, received increased funding to provide increased services to students who need additional support for career and college readiness, increased opportunities for teachers to collaborate around data based decisions, and to engage parents, students, and community in student learning. Proportionally, schools with higher concentrations of low income, EL, and FY students are getting higher LCFF funding. District-wide and school-wide efforts include:

- Strategic and Intensive intervention support during regular day
- Targeted coaching providing differentiated strategies to support students' needs
- Counseling services and collaboration time to address short- and long-term student academic and social/emotional needs especially for

LI, EL, and FY students

- Extended Day, Summer, Saturday intervention support
- Facilitation and coaching support for English Learner instructional scaffolding
- Data analysis and instructional modification with disaggregation of data and identification of intervention based on student needs
- Increased Bilingual and Resource Specialist paraprofessional support
- Mental Health, Health, and Positive Behavior Intervention Support (PBIS) services for families and students of need
- Foster Youth liaison

In the fall, allocations will be determined, aligned, and incorporated into the school's Single Plan for Student Achievement (SPSA) by the school staff and School Site Council.

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.

APPENDIX A –

NEEDS ANALYSIS - BASED ON PART A CONDITIONS OF LEARNING, PART B PUPIL OUTCOMES, AND PART C ENGAGEMENT

The Jurupa Unified School District (JUSD) is located in Riverside County, the fourth largest county in California, and is at the epicenter of population growth in Southern California. Riverside County stretches nearly 200 miles from east to west and comprises over 7,300 square miles of fertile river valleys, low deserts, mountains, foothills, and rolling plains. The district boundaries encompass the city of Jurupa Valley and a small segment on the Eastern border of Eastvale. The district currently operates 16 elementary schools, three middle schools, three comprehensive high schools, a continuation high school, a community day school, online high school, and an adult education program. Jurupa USD serves 19,577 Transitional Kindergarten through grade 12 students with 7,292 (35.8%) identified as English learners, 1,910 (9.58%) receiving special education services, 14,128 (73.83%) identified as Socio-economically Disadvantaged (SED), and 122 Foster Youth. Most students served by JUSD are Hispanic (16,248/83.0%), White (2,355/12.0%), or Black/African American (439/2.2%), with other races representing less than 2% (Asian 212/1.1%, and Filipino 70/.4%). Our districtwide unduplicated count is (15,688/80.78%) with all of our schools ranging from 49.68% to 95.63%.

Part A. Conditions of Learning - College and Career Readiness

After analysis of data and survey responses from all stakeholder groups, the District Administrative Team (DAT), which includes Cabinet and leadership staff in the Divisions of Education, Business, and Personnel Services, has come to consensus with regard to the following findings

under *Conditions of Learning*. Verifiable research indicators were used to prioritize actions and services outlined under State Priority 1 (Basic Conditions), Priority 2 (Implementation of State Standards), and Priority 7 (Course Access) of this section as follows:

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

One hundred percent of JUSD teachers are Highly Qualified Teachers (HQT) under the federal Elementary and Secondary Education Act (ESEA) and fully credentialed in the subject areas they are teaching. Class sizes were contract-based in 2013-14 at 32:1 in grades TK-3 and will move towards the 24:1 Local Control Funding Formula (LCFF) target beginning in 2014-15. Students have access to current state-adopted materials that are aligned to 1997 standards. As newly aligned materials are available for Common Core State Standards (CCSS) implementation, the district will use the adoption process to select CCSS aligned materials including digital resources. Currently, the mathematics framework is state board adopted and a new mathematics adoption list was established. Based on the 2014 mathematics adoption, JUSD will go through a textbook adoption process for TK-8 mathematics and Algebra 1 in 2014-15. As CCSS state adopted materials become available to support English Language Arts (ELA)/English Language Development (ELD) instruction, the district will continue to adopt materials appropriate to the CCSS aligned Units of Study (UOS) as well as the language acquisition needs of students. All supplemental instructional materials and resources purchased must be aligned to CCSS instruction, based on student needs, and necessary for closing the achievement gap.

Although all sites meet the Williams requirements, facilities are in need of renovation and modernization in order to meet career technical education infrastructure. With recent new housing developments in the area, projected enrollment will require new schools and facilities. For 21st century schools, we will look towards creating technology rich environments where all students can learn. Environments are to be flexible, innovative, and serve varying teaching methods. Our infrastructure, facilities, sustainable and renewable energy options will support our district's educational program giving our children the opportunity to be safe, engaged, and connected in a learning environment that meets the needs of 21st century workforce.

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

Implementation of CCSS in JUSD began in the 2013-14 school year with a focus in mathematics in grades 2-6, and a focus in ELA and mathematics in K-1 and 7-12. Full implementation of CCSS ELA and mathematics at all grade levels will begin in 2014-15. The State Board of Education CCSS systems implementation plan identifies major phases and activities in implementation of the CCSS through California's educational system and is used as a guide for district implementation. Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process. As our district moved forward with CCSS implementation, the JUSD CCSS steering

committee, selected and convened during the 2011-12 school year, identified main areas of focus that included curriculum and instruction, assessment, technology, and communication.

In order to ensure all students have access and opportunities to achieve proficiency on Common Core Standards, teachers across our district at every grade level have been designing the detailed delivery system for these standards through development of Units of Study (UOS). Part of this professional development process included support for classroom teachers to engage and collaborate as grade level and content curriculum design teams. The Units of Study work will produce an inclusive set of intentionally-aligned clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies. The units are designed to be student-centered and rigorous. Student-centered means a curriculum that offers students precise learning targets, support for meaningful and relevant lessons, and multiple opportunities to succeed. Rigorous means the assessments and learning experiences match the level of rigor or difficulty required from the standard. This rigorous curriculum design is an incremental, continuous process that will allow for adjustment or refinement. (Ainsworth, 2010)

As part of the initial development of the CCSS aligned Units of Study (UOS) in mathematics and language arts in 2013-14, a subcommittee outlined the roll out of the curriculum units. The first phase will include a thorough UOS overview, guiding documents and research base, assessment plan and next steps with the second phase being planned for August relative to UOS implementation. The English Language Development (ELD) standards will be integrated as part of the continued UOS committee work to support differentiated needs of our English learners. JUSD teachers are trained in research-based, high leverage strategies and aligning instruction through standards-based planning. However, all teachers require a deeper understanding not only of CCSS implementation, but also of ELD delivery and scaffolding strategies to ensure access by all students. JUSD will provide ongoing coaching and staff development support, time for planning, and opportunities to share strategies. Instructional coaches will be hired to support educators on learning and applying evidence-based teaching practices so that every student receives excellent instruction, every day, in every class.

Current professional development work has been done with the assistance of outside support by the Center for Leadership and Learning and Riverside County Office of Education, and internally, our best instructional planning has been done through teacher collaboration in data teams and grade level meetings. We know that our teachers working together collaboratively as a learning community to collectively engage in building capacity and continuous improvement is the most promising strategy for sustained, substantive school improvement. Teachers need time to work together, review student data, agree upon curriculum focus, modify approaches, and seek out best practices. JUSD teachers engage in this important planning during minimum and extended days, which allows for timely and regular opportunities to collectively identify areas of focus, validate students' mastery on standards, and modify instruction based on students' needs. (Goddard, Tschannen-Moran, 2007)

The CCSS and Smarter Balanced Assessment Consortium (SBAC) present an opportunity to design the next-generation learning models with technology being a key vehicle to increasing student achievement. Educators who only know how to operate new technologies are

insufficiently prepared to use these powerful tools to improve classroom instruction. Teachers must also understand and apply effective pedagogical principles in order to wield technology tools with maximum impact. Technology must be used as a learning tool rather than a set of isolated standards, and raise the expectations of our students to meet minimum digital literacy and technology proficiency skills. In the 2014-15 school year, the technology department will provide E-Learning professional development to all teachers in the use of online research, multimedia presentations, web publishing, Web 2.0 tools, screen casting, digital citizenship, and device integration. This professional development will be based on teacher technology goals and level of technology proficiency. In addition, teachers must have access to an online learning community to access learning resources and share best practices. Our first steps to providing an online environment will be with the use of SharePoint as a digital platform for organizing and accessing UOS resources, giving feedback, and sharing best practices. (Magna and Marzano, 2014)

The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology. Our intent is to expand and enhance our Visual and Performing Arts (VAPA) program. (Catterall, 2009)

Since reading mastery is the gateway to future grade level proficiency, JUSD students must be reading at grade level by the end of third grade. Early, systematic, and explicit teaching of foundational reading standards is required and will be incorporated into the UOS work. This requires investing in staff development and coaching support to develop teachers' skillful delivery of early literacy instruction. (Casey Foundation, 2012)

- *Course Access: student enrollment in a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable (Priority 7)*

All students in grades TK-8 receive the appropriate content instruction in English, ELD, mathematics, social science, science, physical education, and integration of visual and performing arts and health. In grades 9-12, all students have access to A-G course work and career pathways. However, increased student enrollment in A-G courses and career pathways is an identified need. In response to the broader need to support college and career readiness, our district has initiated a comprehensive A-G self-study audit in collaboration with the county office and Key Data Systems. Multiple stakeholders are included in an effort to increase the number of students completing A-G requirements for admittance to UC and CSU colleges.

Career Tech Educational (CTE) Pathways provide a sequence of courses, some which are A-G approved, that connect student's interests from high school to college and/or career. JUSD currently provides CTE courses within the following Industry Sectors: at Patriot High, Information Technology (Network Communication, Web Design), Arts, Media and Entertainment (Media and Design Arts, Video Production), Information Technology (Information Support and Services, Desktop Publishing), and Arts, Media and Entertainment (Media and Design Arts,

Programming/Gaming). CTE courses provided by Jurupa Valley High are Agriculture and Natural Resources (Animal Science and Ornamental Horticulture) and Finance and Business (Accounting Services); addition of Microsoft Academy and Agriculture Mechanics pathways in 2014-15. At Rubidoux High, Information Technology (Network Communication, Web Design), Arts, Media, Entertainment (Media Design Arts, Photography and Animation), Agriculture and Natural Resources (Animal Science and Ornamental Horticulture), and Hospitality, Tourism, and Recreation (Food Services and Hospitality) are being offered.

Response to Intervention (RTI) is a model used to identify and provide services to students in a tiered method of intervention. The primary tier focuses on quality core instruction in the regular classroom that addresses the needs of most of our students. Secondary tier provides for more specialized instruction for students that require additional strategic intervention within the instructional day, and tertiary tier provides intensive interventions for students with specialized educational needs. In JUSD, students in grades 4-8 identified in need of intensive intervention receive a comprehensive literacy program called Language! Focus on English Learning. The intensive intervention for students in grades 9-10 is Read 180/System 44 provided by intervention teachers who are highly trained and supported through ongoing professional development. Strategic intervention, for students one or more years below grade level is provided during the instructional day for elementary students, and through double block opportunities in secondary scheduling. Both of these models require dedicated and trained intervention teachers and additional intervention class scheduling. (Griffith, Parson, Burns, VanDerHeyden, Tilly, 2007)

Access to the content is supported through JUSD's trained paraprofessionals. Bilingual instructional assistants provide primary language support to enhance the comprehension of the content material presented in English to our English Learner (EL) students. Resource Specialist Program (RSP) aides provide ongoing support for our Special Education students in need of some individualized or small group instruction for a portion of the day. Our library paraprofessionals will engage greater parent, student, and staff access to expanded technology resources.

Students need access and the ability to apply digital technologies, eBooks, communication/networking tools, and to appropriately use these tools to integrate, evaluate, and create their own work strategically and capably. All of our libraries will have student computer access, expanded collections, and eBooks that align to Units of Study. The management system for our textbook and library collections is Follett's Destiny. FollettShelf will house our online resources for a friendly online environment for students, parents, and teachers to search, read, and manage the district's eContent. In addition, we will be purchasing a digital inventory system, called Asset Manager to manage tablets, laptops, digital devices, and computers at the site level. Our continued library resources will include EBSCO, an interface designed to access online information resources, and World Book online as a suite of online research tools that include encyclopedia articles, educator tools, student activities and current periodicals. (iNACOL, 2010)

For our secondary schools, we are committed to expanding innovative opportunities for our at-risk youth and understand that all students are unique and sometimes require different approaches, environments and resources to learn effectively. In response to these diverse needs, we have incorporated an innovative program, Accelerate Academic Achievement (AAA) for 9th grade students located on the campus

of Patriot High School. Alta Vista, modeled after AAA, is located at Jurupa Valley High School (JVHS) to provide the same opportunity for our incoming special needs 9th grade students. Rivercrest Preparatory, an alternative online educational program, offers home schooling benefits, smaller class sizes, and a nurturing small school blended environment located on the JVHS campus. Early College program, located on the Rubidoux High School campus, provides a college pathway through Riverside Community College. Jurupa Online Learning Team (JOLT) provides at-risk intervention for credit deficient students at all of our high schools for the regular school year and summer school. JUSD's Dual Immersion (DI) program will expand to the middle school grades beginning in 2014-15. Staffing and funding have been reallocated to increase services for students at the continuation school, Nueva Vista High School in response to a need for more credit recovery opportunities.

Part B. Pupil Outcomes – Data Driven Decision Making

The District Administrative Team has come to consensus with regard to the following findings under “Pupil Outcomes.” Verifiable research indicators were used to prioritize actions and services outlined under State Priority 4 (Student Achievement) and Priority 8 (Other Student Outcomes) as follows:

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

Smarter Balanced Assessment Consortium (SBAC) is developing and piloting the next-generation assessments that will align with the Common Core State Standards (CCSS). The summative computer adaptive assessments and performance tasks will be administered online in the last 12 weeks of the school year in grades 3-8 and 11 for English language arts (ELA)/literacy and mathematics beginning in 2014-15. The online alternate assessment counterpart for students with significant cognitive disabilities is the National Center for State Collaborative (NCSC) assessment, operational in spring 2015. The California Assessment of Student Performance and Progress (CAASPP) is the new statewide student assessment system established January 1, 2014. It encompasses the field test for the SBAC system of assessments in ELA/literacy and mathematics; California Standards Test (CST), California Modified Assessment (CMA) in Science in grades 5, 8, and 10; grade 11 Early Assessment Program (EAP); and California Alternate Performance Assessment (CAPA) in ELA and mathematics in grades 2-11. In 2013-14, the field test for the SBAC and NCSC assessments will be administered online to select student groups and in select content areas on a pilot basis with no student data available. At the end of 2014-15, the SBAC assessments will provide baseline student data.

JUSD district-wide Academic Performance Index (API) growth rates have annually increased in the last five years from 735 in 2009 to 758 in 2013. The California High School Exit Exam (CAHSEE) will continue to be administered to all students in grade 10 in both ELA and mathematics as part of graduation requirements. CAHSEE pass rates have increased over the past five years, from 71% to 75% in ELA, and

75% to 76% in mathematics. Over the last three years, the number of students taking Advanced Placement (AP) exams has increased by 2.9% with the pass rate (scores 3 or higher) increasing by 4.5%. Early Assessment Program (EAP) results indicate that in ELA 10% of students are college-ready and 11% are conditionally ready, while in mathematics 8% of students are college-ready and 57% are conditionally ready and 97% participation rate overall. With expectation for more college and career ready students graduating from high school, JUSDs increased participation and pass rates on AP exams is promising. Additional supports for growth in EAP (college readiness scores) and CAHSEE pass rates will include increased access to ERWC courses, increased enrollment in higher level math courses, and research based effective targeted instruction and support for students at risk of not passing the high school exit exam.

California English Language Development Test (CELDT) annual progress for English Learners (ELs) learning English (AMAO 1) reflects a 6.5% growth over the last three years. The percentage of ELs attaining English proficiency in less than 5 years (AMAO 2<5) increased 6.9%. There was a 9.1% increase for EL proficiency greater than 5 years (AMAO 2>5). The reclassification rate increased from 6% in 2009-10 to 7% as reported on October 2013 language census. While proficiency and reclassification data reflects increased growth on CELDT, JUSD did not meet adequate progress targets for California Standards Tests (CSTs) in ELA and mathematics (AMAO3). Professional development, coaching, and Units of Study development will include strategies for scaffolding and differentiating instruction during ELD, ELA, and math instruction so that English learners have greater access to the rigorous content.

Monitoring of instruction and learning takes many forms and is continuous in nature. It is critical to planning instructional strategies and activities that are effective and ensure actions to improve student performance. Assessment drives instruction. The method by which teachers will respond to student learning needs will include the administration of frequent formative assessments integrated within our Units of Study (UOS) and analysis of the results. This method will provide teachers key indicators of students' progress and a better understanding of their learning needs. Teachers must gather formative assessment data to inform necessary adjustments in how they are teaching and to aid students in a metacognitive approach to learning. Every curriculum unit will contain pre-, post-, and performance assessments aligned to the standards being taught to engage students in their own performance. (Stiggins, Chappuis, 2004)

All student performance assessment data requires a data management tool to create, administer, analyze, and report standards-based learning evidence at a local level. Educator's Assessment Data Management System (EADMS) is our district's data management system. EADMS provides staff with the ability to create and administer standards-based local assessments, provide teachers with individualized and classroom student reporting, as well as online testing or scanning support in order to see the performance lapses preventing students from achieving standards mastery. With the work of the curriculum UOS, assessments will be housed in EADMS so that teachers can analyze and use standards-based data reports to adjust instruction and identify students for intervention. In preparation for CCSS SBAC computer adaptive items and performance tasks, Measured Progress item bank will provide UOS members and Assessment Review Committee (ARC) teachers items that are SBAC aligned for unit integration. We are also moving to more online access for students' progress reporting through Student, Parent, and Teacher Connect for accessibility by all stakeholders.

Every student, teacher, and administrator should have access to internet-connected devices and professional development programs to support technology instruction. Digital technology tools, such as laptops and academic software, have been shown to help low-income students develop proficiency and confidence in literacy, cultivate strong independent work habits, decrease disciplinary issues in class, and build skills and self-efficacy related to technology. This year, technology coordinators from each school site and core curriculum teachers developed a progression of technology skills necessary for K-6 students to be successful on online assessments and common core lessons. The progress skills include progression from basic operations such as logging on and off to advanced skills such as publishing with multimedia products. Our goal is to support teachers' instructional use of technology, while systematically moving toward the use of technology to extend student learning, increase collaboration, communication, engagement, critical thinking, level of discourse, and develop students' ability to locate, use, and evaluate information. (Palloff and Pratt, 2008)

The results of collaboration at the site level outlined under *Conditions of Learning* are only possible with common assessments, and a shared understanding of learning that is tied to inquiry focused on instructional precision and learner outcomes. To support teachers and principals in developing a shared understanding of what high quality instruction looks like, we will train teachers, coaches, and administrators on learning walks, modeled after Instructional Rounds (IR). Instructional Rounds is a collegial, network-based approach to improving teaching and learning, based on observations in the classroom, and results in recommendations for improved student learning. (Elmore, City, Fiarman, Teitel, 2009)

- *Other Student Outcomes: other indicators of performance in required areas of study (Priority 8).*

Effective early primary instruction and intervention was an identified need and research identifies *reading competence* as being strongly associated with TK-12 academic success and with success in college and careers. As students advance through school, enter college or the workforce, the reading tasks they encounter typically become more demanding and require more complex close reading in terms of concepts and language. To ensure students have easy access to the printed page and move through our school systems smoothly, primary aged students must be reading proficiently by the end of third grade. As part of monitoring student's mastery, foundational skills assessments will be administered in every unit TK-1 and at the trimester with Running Records for grades 2-5. (Casey Foundation, 2012; Pressley 2001)

A Secondary Mathematics Program Committee (SMPC), consisting of key district teacher leaders and administrators, identified best practices to provide our students with a consistent and valuable pathway towards college and careers. This approach supports our district's intent to ensure that all ninth grade students are proficient in Algebra 1. A comprehensive K-12 approach, Balanced Mathematics, is being implemented. Balanced Mathematics is a systematic, explicit instructional model to address conceptual understanding, procedural fluency, and problem solving. The Center for Leadership and Learning (CLL) has currently trained all grades 2-6 teachers, and 7-12 math teachers. Math facilitators have been coached by CLL trainers and provide ongoing support and coaching to teachers on site. (Cooper, Markoe-Hayes, 2011)

Other key supports for student outcomes include Extended Learning Opportunities (ELOs), Saturday academies, Summer school, and extended year programs to engage, enrich, and provide students with a firm foundation for success. After School Education and Safety (ASES) and 21st Century Community Learning Center (CCLC) programs, through THINK Together, offer daily academic support, homework assistance, enrichment, and physical activities at elementary and middle school sites. High school course offerings will be doubled this summer to include additional credit recovery opportunities for our secondary students as well as designated courses for some of our most at-risk students. (NEA, 2008) A College and Career Center clerk at each comprehensive high school provides student workshops on FAFSA completion; college, technical school, and military information; parent information nights; scholarship opportunities; organize college field trips; and organize college and career fairs as well as assist with college applications and entrance exam requirements.

Part C. Engagement – Parent/Student/Community Engagement

The District Leadership Team has come to consensus with regard to the following findings under “Engagement.” Verifiable research indicators were used to prioritize actions and services outlined under State Priority 3 (Parent Involvement), Priority 5 (Student Engagement), and Priority 6 (School Climate) as follows:

- *Parent Involvement: efforts to seek parent input, promotion of parent participation (Priority 3).*

Many programs are in place that build strong parent and family engagement programs in JUSD. They are foundational to strong school-family partnerships in our school community. These programs include, but are not limited to, Café Literario, 100 Mile Club, Parent University, SENG (Supporting the Emotional Needs of the Gifted), and West Jurupa Valley Collaborative. Shared leadership occurs through our district parent committees, District Advisory and District English Learner Advisory; and with site leadership committees, School Site Council, English Learner Advisory, and Parent Teacher Associations. These committees provide members the opportunity to be equal partners and parent leaders with site and district leadership. To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, school budgeting, and decision-making.

To promote real, meaningful and high quality engagement within our schools and across our community, we encourage and empower families to make informed decisions for their children. The school environment should be welcoming at all levels, from staff interactions with families to the physical environment of the campus. Our communication should be parent-friendly, culturally relevant, focused on student success, and easily accessible, such as email and text messaging. While all families care and want the best for their children, we know that many face obstacles that prevent their involvement in schools. Our schools are responsible for providing resources to families that will allow them to better support their children’s learning at school and at home. Staff will be trained on ways to effectively engage families and adequate resources will be entitled to support parent engagement activities. (Families in Schools (FIS); Family Engagement Framework CDE, 2011)

Blackboard is our parent notification system. This system allows teachers to easily communicate with parents through a series of pre-developed choices. Office staff can also create messages to parents via voice message, text, or email. In the 2013-14 school year, the use of Aequitas' Gradebook product for all teachers was implemented. With the implementation of Gradebook as the grading system used by all teachers, parents now have access to monitor their students' progress and be partners in the educational process. We believe this step will allow greater monitoring of students' progress by both parents and students themselves.

- *Student Engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates (Priority 5).*

Overall JUSD attendance rates have gone from 92.83% in 2011 to 93.20% in 2013 with chronic absenteeism dropping by 1.33% over the three year span. The graduation rates in JUSD are rising, while dropout rates are decreasing. Currently, 82.1% of the 2011-12 graduation cohort is graduating (above statewide average) with a 4.4% increase from 2009-10 which is also above the statewide average. Our dropout rate is at 11.6% (below statewide average) which is a decrease of 4.9% which is also below the statewide and countywide average. The middle school dropout rate is at .33% which is .26% below the county rate and .85% below the statewide rate.

A more difficult yet important element of teaching is to cultivate student engagement in learning activities which is critical to enhancing student achievement. JUSD Units of Study are intentionally designed to engage students through the use of essential questions, big ideas, and performance tasks and assessments. In addition, teachers have been trained on a variety of instructional strategies, including active engagement. Personalizing students learning involves lesson development that includes imagining, thinking, picturing, visualizing, reflecting, and creating through engaging classroom activities. Active engagement can also take place through whole group, cooperative group, cloze, hands-on, think/pair/share, total physical response, and wait time. These active learning strategies are included as part of the staff development outlined under *Conditions of Learning*, and will be supported by the work of the instructional coaches and their model classroom environments and practices. We want our students to work together to learn, have fun while learning, use hands-on activities, be active participants in their learning, and learn through a variety of ways including auditory, body/kinesthetic, cognitive, and visual approaches. (Akey, 2006; Weiss & Pasley, 2004) Peer support, as an engagement strategy, when applied through a peer-delivered support system, careful student selection, peer training, and adult monitoring, will play a critical role in supporting students' access to the general curriculum. (Carter & Hughes, 2005)

Student engagement in the classroom is also related to participation in extracurricular activities. Extracurricular activities provide students with an opportunity to develop a positive support system among their peers and adult staff and benefit the academic, social, physical, and emotional growth of students. Our schools are fostering student engagement in learning by offering "structured activity settings"—such as, after-school programs, 100 mile club, student clubs, sports teams, and volunteer activities inside and outside the normal school day. Academic student engagement opportunities will be expanded and enhanced through Career Technical Educational offerings, AVID, STEM,

Honors, and AP courses. (Fredricks & Eccles, 2006)

Attendance matters for doing well in school and life starting in pre-kindergarten. Absences in general affect performance and we as a community need to support parents in developing habits of regular attendance in our children. Some of our parents encounter difficult challenges related to access to health care, stable housing, reliable transportation, or adequate food. Parents are supported in seeking school and community resources through district office staff, nurses, psychologists, health care aides, and library communication support. The statewide crisis for absenteeism, which is validated with our own district data, predominantly stems from elementary grade attendance. In response to this data, our Child Welfare and Attendance Coordinator meets with parents of children who experienced chronic absenteeism. She meets one-on-one with parents to set attendance goals for their children and identify possible strategies to reach each child's goal.

In order to recover missed attendance, we also provide Saturday school at each of our sites. Saturday school provides our students an opportunity to receive academic assistance and enrichment activities, improve annual attendance rates at each school, and increase student eligibility for outstanding attendance.

- *School Climate: student suspension rates, student expulsion rates, other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness (Priority 6).*

The 2012-13 suspension rate of 5.1% decreased 2.6% from the previous year. Similarly, the expulsion rate of .2 decreased .1 and the truancy rate of 19.66% decreased 1.54% from the previous year. The following data is based on the California Healthy Kids Survey (CHKS) in grades 7, 9, and 11. Of the grade 7, 9, and 11 students, 87% 7th, 88% 9th, and 91% of 11th grade students scored high or moderate levels of satisfaction relative to "Caring Adult Relationships" with 93%, 88%, 91%, respectively, indicated there were "High Expectations" in the school environment. Overall, 63% of students feel very safe or safe, 32% neither safe nor unsafe, and 5% unsafe or very unsafe, a school climate factor. We attribute this positive trend to the implementation and ongoing support for Positive Behavior Intervention Supports (PBIS) in all our schools. As we continue to implement PBIS, school climate factors will improve.

Effective school cultures are all about relationships among teachers, students, families, principals, other school staff, and visitors and set a tone for the overall school climate. School, staff, and parents need to respect each other and need to know that each plays an important role in every child's education. Families and educators are encouraged to communicate honestly and openly and work together to educate our students. Site and district collaborative opportunities are used to discuss and plan for cultural and climate change, i.e., stakeholder feedback, leadership team, grade level, data team, advisory committee, and board dialogue. The essence of positive relationships is students seeing the warmth, feeling the encouragement and the teachers' high expectations, and knowing the teacher understands him or her. (Hattie, 2012)

Discipline policies and practices are continually evaluated and redesigned to more effectively foster supportive and safe school climates so that our students can access a well-rounded education for their future success. In order that our students feel safe and connected to their school and community, we must not rely solely on suspensions and expulsions for creating a safe and productive school environment. Through the implementation of Positive Behavior Intervention Supports (PBIS) that include social and emotional learning, we can begin to create learning environments that foster positive relationships and behaviors.

PBIS offers a tiered approach to manage problem behaviors in the school setting. Primary prevention focuses on interventions used on a school-wide basis for all students. In JUSD, this level has included training of all of our site staff on using effective strategies, practices, and reinforcement systems for behavior that is acceptable within the school environment. It also includes communicating behavioral expectations to all stakeholders and explicitly teaching these behaviors to students. Secondary prevention for 20% of the students who do not respond to primary intervention and require more explicit support in both behavior and academics is addressed through a Behavior Intervention Plan (BIP) and Student Study Team (SST) process. Tertiary prevention is intensive and individualized, with heightened monitoring of behavior and use of supports. A PBIS coach at each of our sites ensures that research-based approaches to discipline and building wide strategies remain in place and are monitored for consistency in implementation. All district employees will be trained in Boys Town Teaching Social Skills to Youth. The district has three Boys Town approved trainers for staff, and in 2014-15 school year, district trainers will begin delivering Common Sense Parenting. (Sugai & Horner, 2002)

We also recognize that academic failure is a major predictor of inappropriate behavior. To ensure that students have had an appropriate general education and social and behavioral intervention, Reaching Individual Success in Education (RISE) program was developed and instituted at all of our schools. The RISE program acts as a supplement to the academic intervention programs already in place at each of our school sites for students in need of social and behavioral intervention. Students are screened for RISE through the SST process. Mental Health Support includes wrap around services through the district and community resources. Several partnerships have been established through JUSD and Riverside County Mental Health, Riverside Community Health Foundation, Catholic Charities, Family Services Association, Riverside County Sheriff's Department, MFI Recovery Center, Riverside County District Attorney's office, and non-profit organization Women Wonder Writers. All of our schools have developed Safe Schools Plans with input from the Riverside County Sheriff's Department and JUSD Mental Health Support staff. Safe School plans are reviewed and approved annually. Safe school plans include identification of materials and may be purchased to meet the site needs based on their site-based planning.