

LOCAL CONTROL ACCOUNTABILITY PLAN

Name of Local Educational Agency (LEA)

Delano Joint Union High School District

County/District Code:15-63412

Dates of Plan Duration (should be a 3 year plan): 2014-2015 through 2016-2017

Date of Local Governing Board Approval: June 24, 2014

District Superintendent: Rosalina C. Rivera

LEA LCAP Representative: Adelaida C. Ramos

Contact Information:

Phone: (661) 720-4125 E-mail: aramos@djuhsd.org Fax: (661) 720-4298

Date of Submission to The Kern County Superintendent of Schools: July 1, 2014

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

Introduction:

LEA: Delano Joint Union High School Districty____ Contact (Name, Title, Email, Phone Number):_Adelaida Ramos, Executive Director Educational Services,
aramos@djuhsd.org, (661)720_4125_____ LCAP Year: _2014_2015_____

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>In October, November and December 2013, a needs assessment analysis was conducted and reviewed by the district Curriculum and Instruction committee and correlated to the single school plan for student achievement for each of the school sites. The data analyzed included Star, CAHSEE, CELDT, EAP, and AP. The data was broken down by subgroups, grade levels, subjects and school sites. Once the data was collected it was analyzed for achievement gaps and academic performance and compared to the state and county averages.</p>	<ul style="list-style-type: none"> • Reviewed the eight priorities, analyzed academic data from CSTs, CMAs, CAPA, CAHSEE, AP exams, EAP, CTE, Physical Fitness Test, and CELDT. • Identified areas of need and outlined goals for the next three years. The areas of need that were identified include the achievement gap in the CSTs proficiency rates in English and mathematics with the English Learner and special education subgroup, UC a-g below State level, not attaining AMAO 3, small percentages of CTE completers, and passing rates on the PFT. The goals in this plan were a result of the se identified needs.

<p>October 24 LCAP meeting with CIA team</p> <p>October 31 LCAP meeting with CIA team</p> <p>November 5th Held workshop for Board of Trustees on timeline and process for the development of the LCAP. Timeline adopted by the Board.</p> <p>November 7th DELAC parents were informed of the LCAP and watched West Ed video.</p> <p>November 19 LCAP meeting with District and site administrators. Reviewed needs assessment and data. Recommendations to address areas of need.</p> <p>In December, the Superintendent and Executive Director conducted a data review and analysis of the suspensions, expulsions, truancy rates, graduation rates, and dropout rates with the school site administrators. The team recommended actions based on the needs assessments.</p> <p>In January, the district office held Parent Advisory meeting in the Delano High School auditorium for presentation of the LCAP.</p> <p>February 22 LCAP presentation and consultation with the Board of Trustees</p> <p>In February, the LCAP was presented to our DELAC committee</p> <p>January 28 LCAP meeting with site administrators on LCAP: Review and analysis of data, conduct need assessment, make recommendations</p> <p>March 14 Consultation with the Teachers' Association on the LCAP</p>	<ul style="list-style-type: none"> • Continued working on the goals and actions for the areas of need • Developed goals and actions for the areas of need • November 5th LCAP timeline adopted by the Board. The LCAP timeline and procedures were posted on the district webpage • Informed parents of the Eight Priorities that need to be addressed and showed the West Ed informational video on the LCAP. • Received input on goals and targets for the LCAP. Refined goals. • Reviewed the suspension, expulsion, graduation rates, dropout rates, and attendance rates. Identified need to reduce suspension and provide necessary preventive actions and implement character building classes and curriculum. • One parent attended. Strategized to work with the parent group at each school during one of their regular meetings. • At the Board retreat, presented LCAP data, goals, and plan of action to the Board of Trustees. • DELAC requested additional services to close achievement gap for English Learners. Parents also voiced concern of the restrooms at one of our schools not being cleaned. The Superintendent responded in writing. • Presented the LCAP to our teachers' association. Areas of concern included character development, curriculum for our students, STAND program not working with the A+ because courses should be equal in content and basic skills in math is an area of need. • Parents recommended additional services to close the achievement gap for English Learners and requested more CTE
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<p>March 26 Special Education Parent Advisory Committee LCAP meeting and presentation</p>	<p>opportunities for special education students. The superintendent responded in writing.</p>
<p>March 26 Delano High School Parent Advisory Group meeting and presentation on LCAP</p>	<ul style="list-style-type: none"> • Great turn out of parents. Went over data, goals and planned actions. Informed parents they may give us recommendations and suggestions. Parents were pleased with the progress the school has achieved.
<p>March 2014 Staff and student Surveys administered at all school sites</p>	<ul style="list-style-type: none"> • Student surveys indicate students look forward to coming to school and are content with the education they are receiving. They indicated one of our schools needs to have clean restrooms. Staff surveys indicate teachers would like to have more opportunities to take part in decisions made within the district and have training to promote parental involvement and student learning at home.
<p>April 2 CCHS Parent Advisory meeting and presentation of LCAP</p>	<ul style="list-style-type: none"> • Parents satisfied with education at CCHS.
<p>April 4 CSEA consultation on LCAP</p>	<ul style="list-style-type: none"> • Recommendation to hire a custodian, bus driver, and grounds person.
<p>May 8 Robert F. Kennedy High School Parent Advisory meeting and parent survey on LCAP</p>	<ul style="list-style-type: none"> • Parents commented they are happy with the outcomes and progress at RFK.
<p>May 19 Public Forum Delano High School</p>	<ul style="list-style-type: none"> • Good feedback from parents and community. Positive article published in the Delano Record (newspaper) about the public forum and the opportunity for the community and parents to provide written suggestions.
<p>June 17 Public hearing of the Governing Board</p>	<ul style="list-style-type: none"> • Board opened and closed the session for discussion.
<p>June 24 Governing Board meeting for LCAP approval</p>	<ul style="list-style-type: none"> • Board approved LCAP

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?

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) 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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
75% of the core academic subjects do not have standards aligned textbooks as measured by the CCSS and NGSS.	Goal 1: 75% of all core academic subjects will have standards aligned curriculum by the 2016-2017.	All	All	Review Williams Compliance report annually	Purchase 25% of the core academic subject textbooks/e-books to include the areas of Algebra, and Pre-Algebra	Purchase 50% of the core academic subject textbooks/e-books to include science, English, Algebra II, Geometry, Trigonometry	Purchase 75% of the core academic standards aligned textbooks/e-books to include World History and United States History	Priority #1, #2, #4, #7, #8
There is a need for students to properly care for facilities as measured by student surveys and student reports.	Goal 2: 100% of the students will be provided training to promote a culture of ownership and pride districtwide for campus and facilities.	All	All	Monitor and clean restrooms regularly	50% of the students will receive Character Development and School Pride workshops. Restrooms will be cleaned and monitored daily.	75% of the students will receive Character Development and School Pride workshops. Restrooms will be cleaned and monitored daily.	100% of the students will receive Character Development and School Pride workshops. Restrooms will be cleaned and monitored daily.	Priority #1, Priority #8

<p>There is an achievement gap on the English language arts CSTs with a grade 9 CST 14% proficient rate which is a 34% gap, grade 10 CST 12% proficient which is a 45% gap and grade 11 CST 8% proficient which is a 33%. There is a similar gap on CAHSEE proficiency with our English Learner subgroup when compared to other subgroups. There is a similar type of achievement gap in mathematics with the English learner subgroup. A similar gap is evident on the CMAs.</p>	<p>Goal 3: Decrease the academic achievement gap for all learners by 25% in language arts and mathematics every year from the established CAHSEE and local measures of assessment.</p>	<p>All</p>	<p>All</p>	<p>Review and analysis of CELDT, CAHSEE, local assessments, passing grades</p>	<p>20% English Learner Grade level Proficiency in English 30% English Learner Grade level Proficiency in mathematics</p>	<p>29% English Learner Grade level Proficiency in English 39% English Learner Grade level Proficiency in mathematics</p>	<p>38% English Learner Grade level Proficiency in English 48% English Learner Grade level Proficiency in mathematics</p>	<p>Priority #1, #2, #4, #6, #7, #8</p>
<p>There is a slight decline the last year of the API with the English learners and special education district wide. Delano High Special Education API continues in the high 400s. RFK special education API went down from 613 to 558.</p>	<p>Goal 4: Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.</p>	<p>All</p>	<p>All</p>	<p>Review and analyze CAASPP</p>	<p>20 point growth on API of ELs and special education subgroups</p>	<p>40 point growth on API of ELs and special education subgroups</p>	<p>60 point growth on API of ELs and special education subgroups</p>	<p>Priority #1, #2, #3, #4, #5, #7, #8</p>
<p>The UC a-g rates at all three high schools are below the state level. On EAP college readiness, DHS had a 14% decrease and RFK a 23% decrease.</p>	<p>Goal 5: 45% of the graduates will be UC a-g eligible</p>	<p>All</p>	<p>All</p>	<p>Utilize and analyze instruction and intervention as measured pass rates on EAP and</p>	<p>39% UC a-g eligible graduates 30% CTE pathway completers</p>	<p>42% UC a-g eligible graduates 40% CTE pathway completers</p>	<p>45% UC a-g eligible graduates 50% CTE pathway completers</p>	<p>Priority #1, #2, #4, #6, #7</p>

Career Technical Education Completers are below 5 percent.	40% EAP Passing rate 29% AP Passing rate 50% CTE completers by grade 12.			AP, UC a-g completion rates and Career Technical Education completers.	30% EAP passing 23% AP passing rate	35% EAP passing 26% AP passing rate	40% EAP passing 29% AP passing rate	
Based on state accountability measures, all three comprehensive high schools have not met the state target four year cohort graduation rate for all subgroups.	Goal 6: All three comprehensive high schools to attain a 91% graduation rate among all subgroups in the next three years.	All	All	Review of CELDT, CAHSEE, local assessments, passing grades	90% Cohort graduation rate among all subgroups.	90.5% Cohort graduation rate among all subgroups	91% Cohort graduation rate	Priority #1, #2, #3, #4, #5, #6, #7, #8
The district suspension and expulsion rates need to be below state levels. Despite the fact that the expulsion rates have decreased significantly over the past two from a 1.5% to .3% and suspensions dropped from a 14.9% to a 6% over the last two years, we are above the State average of 5.1% suspension rate and .1% expulsion rate the last two years.	Goal 7: Expulsion rate decrease to a .1% Suspension rate decrease to 4.5%	All	All	Review and analysis of intervention programs, suspensions and expulsions	Maintain below .25% expulsion rate 5.5% suspension rate	Maintain below .15% expulsion rate 5% suspension rate	Maintain below .1% expulsion rate 4.5% suspension rate	Priority #3, #4, #5, #6, #7, #8
Surveys: Over 50% of the students surveyed indicated that	Goal 8: Increase teacher contact	All	All	Conduct and evaluate annual student and	Teachers make contact with 25% of the student parents	Teacher make contact with 40% of student parents	Teachers make contact with 50% of student parents	Priority #1, #2, #3, #4, #5, #6, #8

teachers do not contact parents when they are having trouble learning.	to 50% of the students by 2016-2017.			staff surveys				
41% of the teachers feel a need to have more opportunities to take part in the decision making within the district.	Goal 9: 60% of the teachers will participate annually to go over goals and plans and provide for staff input.				50% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,	55% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,	60% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,	Priority #1, #2, #4, #5, #6, #8
In Physical Education, our schools are performing below county and state levels in aerobic capacity (State passing 63%, County, 56.7%, DJUHSD 52.1%), body composition (State 58.9%, County 56.2%, DJUHSD 48.3%) and upper body strength (State 75.7%, County 69.5%, DJUHSD 68.4%).	Goal 10: By 2016-2017, 64% of our 9 th grade students will pass the aerobic activity, 58% the body composition, and 76% the upper body strength.	All 9 th grade students	All	Review of the Physical Fitness Test (PFT) and local measures of assessment	59% passing on the PFT Aerobic Activity 52% passing on the PFT Body Composition 74% passing on the PFT Upper Body Strength	62% passing on the PFT Aerobic Activity 55% passing on the PFT Body Composition 75% passing on the PFT Upper Body Strength	64% passing on the PFT Aerobic Activity 58% passing on the PFT Body Composition 76% passing on the PFT Upper Body Strength	Priority #1, #2, #4, #5, #6, #8
Based on input from the Teacher's Association, there is a need to establish goals and objectives and measures of assessment in the areas of Foreign Language, Health, Art, Music, Business Education, and CTE courses.	Goal 11: By 2016-2017, each of these content areas will develop three measurable goals that reflect improved academic attainment.	All	All	Review passing rates and local measures of assessment including performances and projects	Teachers develop one goal for each of the areas of Foreign Language, Health, Art, Music, and Business Education.	Teachers develop two goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.	Teachers develop three goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.	Priority #1, #2, #4, #5, #6, #8

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?

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.

Section 3: Actions, Services, and Expenditures

Table 3A

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 1: 75% of all core academic subjects will have standards aligned curriculum by the 2016-2017.	Priority #1, #2, #4, #7, #8	1. Purchase standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies.	LEA-wide	Review Williams Compliance report annually	1. Purchase Standards aligned instructional materials for English and Pre-algebra and Algebra Cost - \$300,000 AB86, LCFF	1. Purchase standards aligned instructional materials for English, science and Algebra II, Geometry, Trigonometry Cost - \$200,000 LCFF	1. Purchase standards aligned instructional materials for World History and US History Cost - \$200,000 LCFF
Goal 2: 100% of the students will be provided training to promote a culture of ownership and pride districtwide for campus	Priority #1, #8	1. Clean and monitor restrooms. 2. Implement Character Development curriculum.	All	Monitor and clean restrooms regularly	1. Cost of an additional custodian \$68,586 LCFF 2. Character development curriculum \$10,000 LCFF	1. Custodian \$72,015 LCFF	1. Custodian \$75,616 LCFF

and facilities.							
Goal 3: Decrease the academic achievement gap for all learners by 25% in language arts and mathematics every year from the established CCSS base and local measures of assessment.	Priority #1, #2, #4, #6, #7	<ol style="list-style-type: none"> Increase support services, monitoring, and instructional time for all students. Provide students with academic content standards-based/standards aligned core instructional materials. Hire additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap. Provide core content teachers with training and time to plan and align instruction and curriculum to the CCSS. Implement and monitor instruction of the CCR Anchor Standards 	<p>LEA wide service</p> <p>LEA-wide</p> <p>DHS and RFK</p> <p>LEA wide service</p>	<p>Review CELDT, CAHSEE, and local and state assessments</p> <p>Evaluate instructional materials</p> <p>Align instruction to CCSS</p> <p>Monitor implementation of the 4Cs</p> <p>Monitor and evaluate instructional methodology</p> <p>Schedule interventions in the spring for the upcoming school</p>	<ol style="list-style-type: none"> Recover furlough days – \$611,020 LCFF Academic Standards aligned curriculum Cost Goal 1 Two English teachers @72,791 each \$145,582 One mathematics teacher @ 72,791 LCFF Teachers will guide instruction and student learning – Curriculum alignment, refinement - \$250,000 Title I, Title II, LCFF, Perkins IV Principal and Assistant Principal of Instruction are 	<ol style="list-style-type: none"> Recover furlough days Cost-\$625,702 LCFF Academic Standards aligned curriculum Cost – Goal 1 Two English teachers @76,074 each \$152,148 One mathematics teacher @\$76,074 LCFF Teachers will guide instruction and student learning – Curriculum alignment, refinement - \$250,000 Title I, Title II, LCFF, Perkins IV Principal and Assistant Principal of Instruction are 	<ol style="list-style-type: none"> Recover furlough days Cost-\$637,211 LCFF Academic Standards aligned curriculum Cost – Goal 1 Two English teachers @80,000 each \$160,000 One mathematics teacher @\$80,000 LCFF Teachers will guide instruction and student learning – Curriculum alignment, refinement - \$250,000 Title I, Title II, LCFF, Perkins IV Principal and Assistant Principal of Instruction are

		aligned with the CCSS.		year				
		6. Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.	LEA wide service	Monitor master schedule Analyze results from CCSS Mathematics, CAHSEE, and local assessments	responsible for setting parameters. Assistant Principal Instruction: Cost-\$111,855 additional cost	responsible for setting parameters. Assistant Principal Instruction: Cost-\$118,301	responsible for setting parameters. Assistant Principal Instruction: Cost-\$124,940	
		7. Collaborate teaching with special education teachers and regular education teachers.	LEA wide service		6. Professional development Cost - \$45,000 Title I, Title II, Perkins IV, LCFF	6. Professional development Cost - \$45,000 Title I, Title II, Perkins IV, LCFF	6. Professional development Cost - \$45,000 Title I, Title II, Perking IV, LCFF	
		8. Administer intervention by promoting reading and writing instruction and mathematics intervention.	LEA wide service		7. Special education teacher co-teach with general education teacher 9 th grade Staff development, Cost-\$30,000 Title I, Title II, LCFF	7. Special education teacher co-teach with general education teacher 9 th grade Staff Development, Cost-\$30,000 Title I, Title II, LCFF	7. Special education teacher co-teach with general education teacher 9 th grade Staff Development, Cost, \$30,000 Title I, Title II, LCFF	
			LEA wide		8. Promote reading and writing Professional Development: Cost-\$20,000 Title I, Title II, LCFF Cost of reading	8. Promote reading and writing Professional Development: Cost-\$20,000 Title I, Title II, LCFF	8. Promote reading and writing Professional Development: Cost-\$20,000 Title I, Title II, LCFF	

		<p>9. Create a Response to Intervention plan for students who are non-proficient in reading or writing.</p>	LEA wide		<p>and writing intervention classes during the day- \$345,587 LCFF</p>	<p>Instruction: Cost- \$355,955 LCFF</p>	<p>Instruction: Cost- \$366,634 LCFF</p>
		<p>10. Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.</p>	LEA wide		<p>9. School Psychologist/ Drop-out Prevention Person No additional cost</p>	<p>9. School Psychologist/ Drop-out Prevention Person No additional cost</p>	<p>9. School Psychologist/ Drop-out Prevention Person No additional cost</p>
		<p>11. Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials.</p>	LEA wide		<p>10. Professional Development - \$70,000 Title 1, Title II, LCFF, Perkins IV</p>	<p>10. Professional Development - \$70,000 Title 1, Title II, LCFF, Perkins IV</p>	<p>10. Professional Development - \$70,000 Title 1, Title II, LCFF, Perkins IV</p>
		<p>12. Reduce class sizes for students not attaining proficiency.</p>			<p>11. Teachers will guide instruction and student learning - \$116,500 for intervention Transportation: \$128,160 Title 1, LCFF</p>	<p>11. Teachers will guide instruction and student learning - \$78,500 for after school intervention Transportation: \$128,160 Title 1, LCFF</p>	<p>11. Teachers will guide instruction and student learning - \$78,500 for after school intervention Transportation: \$128,160 Title 1, LCFF</p>
					<p>12. Principal and Assistant Principal of Instruction are responsible for setting</p>	<p>12. Principal and Assistant Principal of Instruction are responsible for setting</p>	<p>12. Principal and Assistant Principal of Instruction are responsible for setting</p>

					<p>parameters. Cost of additional sections \$122,302 LCFF</p> <p>13. Teachers will Analyze data and modify instruction and curriculum to meet accountability – PLC time once a week for all teachers \$660,000 AB86, Title I, Title II, LCFF</p>	<p>parameters. Cost of additional sections: \$125,971 LCFF</p> <p>13. Teachers will Analyze data and modify instruction and curriculum to meet accountability – PLC time once a week for all teachers \$660,000 AB86, Title I, Title II, LCFF</p>	<p>parameters. Cost of additional sections: \$129,750 LCFF</p> <p>13. Teachers will Analyze data and modify instruction and curriculum to meet accountability – PLC time once a week for all teachers \$660,000 AB86, Title I, Title II, LCFF</p>
<p>Goal 4: Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.</p>	<p>Priority #1, #2, #3, #4, #5, #7, #8</p>	<p>1. Ensure every student will be provided with standards-based/standards aligned core instructional materials.</p> <p>2. Provide core content classroom instruction aligned with CCSS.</p> <p>3. Administer intervention by promoting reading and writing instruction.</p> <p>4. Provide targeted, coherent and sequential professional</p>	<p>LEA wide</p>	<p>Analyze State and local data</p>	<p>1. Supplementary standards aligned materials for ELD Cost - \$60,000 LCFF</p> <p>2. No additional cost.</p> <p>3. No additional cost</p> <p>4. No additional cost</p>	<p>1. Supplementary standards aligned materials for ELD - \$60,000 LCFF</p> <p>2. No additional cost</p> <p>3. No additional cost</p> <p>4. No additional cost</p>	<p>1. Standards aligned materials - \$60,000 LCFF</p> <p>2. No additional cost</p> <p>3. No additional cost</p> <p>4. No additional cost</p>

		development and academic interventions.					
		5. Refine instruction, curriculum, and assessments.			5. Teachers will guide instruction and student learning – Extra time for curriculum alignment, refinement - \$40,000 Title I, Title II, LCFF, Perkins IV	5. Teachers will guide instruction and student learning – Extra time for curriculum alignment, refinement - \$40,000 Title I, Title II, LCFF, Perkins IV	5. Teachers will guide instruction and student learning – Extra time for curriculum alignment, refinement - \$40,000 Title I, Title II, LCFF, Perkins IV
		6. Create a Response to Intervention plan for students who are non-proficient in reading or writing.			6. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes. No additional cost	6. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes. No additional cost	6. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes. No additional cost
		7. Reduce class sizes to implement program			7. Additional teacher periods (4 per site), Cost- \$190,000 LCFF, Title I	7. Additional teacher periods (4 per site), Cost- \$190,000 LCFF, Title I	7. Additional teacher periods (4 per site), Cost- \$190,000 LCFF, Title I
		8. Utilize district/site local assessments to measure the quality of instruction and student learning.			8. No additional cost	8. No additional cost	8. No additional cost
		9. Provide CAHSEE tutorial on specific			9. After school tutorials, cost for	9. After school tutorials, cost	9. After school tutorials, cost

		learning gaps.			all sites - \$10,000 Purchase additional bus to assist with additional transportation Cost-\$165,000 Maintenance/gas \$30,000 LCFF	for all sites - \$10,000 Maintenance and gas of additional bus to assist with after school tutorials 30,000 LCFF	for all sites - \$10,000 Maintenance and gas of additional bus to assist with after school tutorials, Cost-\$35,000 LCFF
		10. Offer Summer school and Summer Bridge for students not proficient.			10. Hire Summer school teachers, Cost – \$15,000 Summer School	10. Hire Summer Bridge teachers, Cost – \$15,000 Summer School	10. Hire Summer Bridge teachers, Cost – \$15,000 Summer School
Goal 5: 45% of the graduates will be UC a-g eligible 40% EAP Passing rate 29% AP Passing rate 50% CTE completers by grade 12.	Priority #1, #2, #3, #4, #5, #7, #8	1. Develop a more accurate ten year and placement plan to ensure students complete UC a-g courses and/or Career Technical Education pathway. 2. Create additional pathway course to increase CTE completers. 3. Monitor students at least every five weeks.	LEA wide	Evaluate quarterly and semester benchmarks Implement and monitor 10 year plan Data, goals, and objectives will be reviewed by staff and Parent Advisory Groups	1. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan, Cost for Focus on Freshman preparation and workshops, \$10,000 Title I, LCFF 2. Cost of increasing the number of CTE courses at all four sites. Cost: \$541,778 LCFF 3. Counselors are responsible for	1. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan, Cost for Focus on Freshman preparation and workshops, \$10,000 Title 1, LCFF 2. Cost of increasing the number of CTE courses at all four sites. Cost: \$558,031 LCFF 3. Counselors are responsible for	1. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan, Cost for Focus on Freshman preparation and workshops, \$10,000 Title 1, LCFF 2. Cost of increasing the number of CTE courses at all four sites. Cost: \$574,772 LCFF 3. Counselors are responsible for

		<p>4. Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other interventions.</p> <p>5. Ensure enrollment of students in articulated CTE and/or UC a-g courses.</p> <p>6. Implement and monitor the instruction of Career Readiness Anchor Standards (CCR) in English language arts and Career Technical Education (CTE) courses.</p>			<p>the monitoring. No additional cost</p> <p>4. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction. – Cost for after school tutorial, \$26,000 Title I, LCFF</p> <p>5. Counselors will ensure students are placed in a sequential pathway leading to placement in articulated courses. No additional cost</p> <p>6. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring. Cost for extra time to align curriculum -</p>	<p>the monitoring. No additional cost</p> <p>4. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction. – Cost for after school tutorial, \$26,000 Title 1, LCFF</p> <p>5. Counselors will ensure students are placed in a sequential pathway leading to placement in articulated courses. No additional cost</p> <p>6. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring. Cost for extra</p>	<p>the monitoring. No additional cost</p> <p>4. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction. – Cost for after school tutorial, \$26,000 Title 1, LCFF</p> <p>5. Counselors will ensure students are placed in a sequential pathway leading to placement in articulated courses. No additional cost</p> <p>6. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring. Cost for extra</p>
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		<p>7. Offer students the opportunity to make up UC a-g courses through Cyber High online program.</p> <p>8. Offer a Migrant College Readiness Program at various UC and Cal State Universities.</p> <p>9. Host visitations to four year universities, community colleges, and/or vocational schools</p> <p>10. Increase CTE opportunities for our students by adding CTE offerings.</p>			<p>\$40,000, Title I, Title II, LCFF</p> <p>7. Purchase Cyber High Program - \$30,000 Title I, LCFF</p> <p>8. Migrant will offer the College Readiness Program, Cost \$20,000 Migrant funds</p> <p>9. Provide college visitation opportunities, Cost - \$40,000, Title I, LCFF</p> <p>10. Hire Agricultural Mechanics (DHS) & Woodshop teacher (CCHS) Cost: \$165,000 Perkins IV, LCFF</p>	<p>time to align curriculum - \$40,000, Title I, Title II, LCFF</p> <p>7. Purchase Cyber High Program - \$30,000 Title I, LCFF</p> <p>8. Migrant will offer the College Readiness Program, Cost \$20,000 Migrant funds</p> <p>9. Provide college visitation opportunities, Cost - \$40,000, Title I, LCFF</p> <p>10. Agricultural Mechanics & Woodshop teacher Cost: \$173,040 Perkins IV, LCFF</p>	<p>time to align curriculum - \$40,000, Title I, Title II, LCFF</p> <p>7. Purchase Cyber High Program - \$30,000 Title I, LCFF</p> <p>8. Migrant will offer the College Readiness Program, Cost \$20,000 Migrant funds</p> <p>9. Provide college visitation opportunities, Cost - \$40,000, Title I, LCFF</p> <p>10. Agricultural Mechanics & Woodshop teacher Cost: \$181,321 Perkins IV, LCFF</p>
<p>Goal 6: All three comprehensive high schools to attain a 91% graduation rate among all</p>	<p>Priority #1, #2, #3, #4, #5, #6, #7, #8</p>	<p>1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.</p> <p>2. Provide students with</p>	<p>LEA Wide</p>	<p>Evaluate transcripts, grades, assessments every semester</p>	<p>1. Counselors will monitor and adjust plan each semester No additional cost</p> <p>2. Counselor</p>	<p>1. Counselors will monitor and adjust plan each semester No additional cost</p> <p>2. Counselor</p>	<p>1. Counselors will monitor and adjust plan each semester No additional cost</p> <p>2. Counselor</p>

subgroups in the next three years.		<p>dual enrollment with Bakersfield College and the Adult School</p> <p>3. Expose students to Learner Persistence strategies at the Adult School.</p> <p>4. Reduce class sizes for students who are struggling students.</p> <p>5. Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions.</p> <p>6. Provide students with appropriate program setting such as STAND, Achieve Academy, Keys, Independent Study, Home Schooling, and PACT to help meet all student needs.</p> <p>7. Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and</p>		<p>Run truancy reports weekly and intervene</p> <p>Analyze graduate rates, dropout rates, and truancy rates</p>	<p>No additional cost</p> <p>3. Adult school No additional cost</p> <p>4. Cost of staff for additional sections: \$168,380 LCFF</p> <p>5. Counselor will be responsible for monitoring progress and providing interventions and support No additional cost</p> <p>6. Hire two Achieve Academy teachers Cost - \$211,151 LCFF</p> <p>7. Support services Hire two Resource Officers Cost-\$125,000 LCFF</p>	<p>No additional cost</p> <p>3. Adult school No additional cost</p> <p>4. Cost of staff for additional sections: \$173,431 LCFF</p> <p>5. Counselor will be responsible for monitoring progress and providing interventions and support No additional cost</p> <p>6. Achieve Academy teachers Cost-\$217,459 LCFF</p> <p>7. Support services Cost-\$130,000 LCFF</p>	<p>No additional cost</p> <p>3. Adult school No additional cost</p> <p>4. Cost of additional sections: \$178,634 LCFF</p> <p>5. Counselor will be responsible for monitoring progress and providing interventions and support No additional cost</p> <p>6. Achieve Academy teachers Cost - \$224,010 LCFF</p> <p>7. Support services Cost- \$135,000 LCFF</p>
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		Drop-out Prevention Outreach person.					
		8. Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.			8. Assistant Principal, Student Affairs Specialist, Counselor No additional cost	8. Assistant Principal, Student Affairs Specialist, Counselor No additional cost	8. Assistant Principal, Student Affairs Specialist, Counselor No additional cost
		9. Develop an Accelerated/Retention Plan for students who are deficient in credits.			9. Counselors No additional cost	9. Counselors No additional cost	9. Counselors No additional cost
		10. Contact parents daily on student absences using Blackboard Connect.			10. Principal, Assistant Principal, attendance personnel No additional cost	10. Principal, Assistant Principal, attendance personnel No additional cost	10. Principal, Assistant Principal, attendance personnel No additional cost
		11. Implement Parent Institute of Quality Education to educate parents on readiness for College.			11. Principal shall be responsible for training parent Cost: \$24,000 Title 1	11. Principal shall be responsible for training parent Cost: \$24,000 Title 1	11. Principal shall be responsible for training parent Cost: \$24,000 Title 1
		12. Provide credit recovery to Migrant students on Saturdays and			12. Migrant No additional cost	12. Migrant No additional cost	12. Migrant No additional cost

		afterschool Credit. 13. Host At-Risk of failing meeting with all Migrant students.			13. Migrant No additional cost	13. Migrant No additional cost	13. Migrant No additional cost
Goal 7: Expulsion rate decrease to a .15% Suspension rate decrease to 4.5%	Priority #3, #4, #5, #6, #7, #8	1. Foster an educational environment where students can attain academic success 2. Implement and monitor new academic interventions, counseling and character development modules and provide victim advocate services for students who are having difficulty in adjusting to the school climate. 3. Seek alternative educational settings in lieu of expulsion for offenses that are not mandatory expulsion and violations that do	LEA Wide LEA Wide	Analyze expulsion and suspension rate and offenses Counselor will monitor student progress through the scholarship warnings, transcripts and teacher referrals	1. Principal will be responsible to promote culture and district mission. Hire one bus driver for the additional bus for students to participate in interventions, one grounds person Cost: \$120,000 LCFF 2. Assistant Principal, SAS, and counselor will monitor and place in intervention. Victim Services Advocate - \$25,000 LCFF 3. Hire a teacher for the STAND program \$70,000 LCFF	1. Principal will be responsible to promote culture and district mission. Cost-bus driver, grounds person Cost: \$125,000 LCFF 2. Assistant Principal, SAS, and counselor will monitor and place in intervention. Victim Services Advocate - \$25,000 LCFF 3. Hire a teacher for the STAND program \$73,000 LCFF	1. Principal will be responsible to promote culture and district mission. Cost- bus driver, grounds person Cost: \$130,000 LCFF 2. Assistant Principal, SAS, and counselor will monitor and place in intervention. Victim Services Advocate - \$25,000 LCFF 3. Hire a teacher for the STAND program \$77,000 LCFF

		<p>not endanger the safety and welfare of students and staff.</p> <p>4. Provide academic interventions and academic acceleration options for students to stay on track for graduation.</p> <p>5. Provide support services through the school psychologist, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.</p> <p>6. Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs).</p> <p>7. Identify health, safety, and academic concerns and provide services to Migrant students.</p>			<p>4. Cost: \$Hire an Academic Intervention Teacher at each school site Cost: \$246,974 LCFF</p> <p>5. Nurse and Migrant Liaison will be responsible for identifying and handling health and safety concerns Counselor – No additional cost</p> <p>6. Assistant Principal, intervention teacher, Counselors, SAS, and support personnel Hire Dean of Students: Cost \$103,493 LCFF</p> <p>7. District Nurse, Outreach Specialist, Migrant Community Liaison</p>	<p>4. Cost: \$Hire an Academic Intervention Teacher at each school site Cost: \$259,018 LCFF</p> <p>5. Nurse and Migrant Liaison will be responsible for identifying and handling health and safety concerns Counselor – No additional cost</p> <p>6. Assistant Principal, intervention teacher, Counselors, SAS, and support personnel Hire Dean of Students: Cost \$109,688 LCFF</p> <p>7. District Nurse, Outreach Specialist, Migrant Community Liaison</p>	<p>4. Hire an Academic Intervention Teacher at each school site Cost: \$271,424 LCFF</p> <p>5. Nurse and Migrant Liaison will be responsible for identifying and handling health and safety concerns Counselor – No additional cost</p> <p>6. Assistant Principal, intervention teacher, Counselors, SAS, and support personnel Hire Dean of Students: Cost \$116,068 LCFF</p> <p>7. District Nurse, Outreach Specialist, Migrant Community Liaison</p>
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					Migrant – no additional cost	Liaison Migrant – no additional cost	Migrant – no additional cost
Goal 8: Increase teacher contact to 50% of the students by 2016-2017.	Priority #1, #2, #3, #4, #5, #6, #8	1. Inform parents when students are not performing academically to expectations.	LEA wide	Evaluation of student progress at least two times at each quarter.	1. Teachers will be responsible for calling or writing parents when students are not performing to expectations– Cost of translation - \$10,000 LCFF	1. Teachers will be responsible for calling or writing parents when students are not performing to expectations– Cost of translation - \$10,000 LCFF	1. Teachers will be responsible for calling or writing parents when students are not performing to expectations– Cost of translation - \$10,000 LCFF
Goal 9: 60% of the teachers will participate annually to go over goals and plans and provide for staff input.	Priority #1, #2, #3, #4, #5, #6, #8	1. Analyze data in relation to program and set goals and objectives for their programs. 2. Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.		Analysis of data and expected outcomes on an annual basis.	1. Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement No additional cost 2. Principal will be responsible in making recommendation for any goals and objectives for the LCAP. No additional cost	1. Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement No additional cost 2. Principal will be responsible in making recommendation for any goals and objectives for the LCAP. No additional cost	1. Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement No additional cost 2. Principal will be responsible in making recommendation for any goals and objectives for the LCAP. No additional cost

<p>Goal 10: By 2016-2017, 64% of our 9th grade students will pass the aerobic activity, 58% the body composition, and 76% the upper body strength.</p>	<p>Priority #1, #2, #4, #5, #6, #8</p>	<ol style="list-style-type: none"> 1. Develop a coherent and sequential physical activity plan. 2. Provide professional development activities to learn new methods. 3. Modify and refine instructional physical education units. 	<p>LEA wide</p>	<p>Analyze data from Physical Fitness Test annually</p>	<ol style="list-style-type: none"> 1. Professional Development Cost: \$7,500 LCFF 2. Included in #1 3. Included in #1 	<ol style="list-style-type: none"> 1. Professional Development Cost: \$7,500 LCFF 2. Included in #1 3. Included in #1 	<ol style="list-style-type: none"> 1. Professional Development Cost: \$7,500 LCFF 2. Included in #1 3. Included in #1
<p>Goal 11: By 2016-2017, each of these content areas will develop three measurable goals that reflect improved academic attainment.</p>	<p>Priority #1, #2, #4, #5, #6, #8</p>	<ol style="list-style-type: none"> 1. Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark. 2. Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. 3. Provide weekly staff development time to align curriculum to the academic content and performance standards. 	<p>LEA wide</p>	<p>Review measures of performance in non-core areas annually</p>	<ol style="list-style-type: none"> 1. Principal is responsible for setting parameters and outcomes No additional cost 2. Teachers will be responsible for assessing student performance and progress No additional cost 3. District, site administration CTA No additional cost 	<ol style="list-style-type: none"> 1. Principal is responsible for setting parameters and outcomes No additional cost 2. Teachers will be responsible for assessing student performance and progress No additional cost 3. District, site administration CTA No additional cost 	<ol style="list-style-type: none"> 1. Principal is responsible for setting parameters and outcomes No additional cost 2. Teachers will be responsible for assessing student performance and progress No additional cost 3. District, site administration CTA No additional cost

		<p>4. Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards.</p> <p>5. Provide professional development on instructional strategies such as EDI, SDAIE, Cornell Note Taking, Costa’s Level of Questioning, and grammar for EL students.</p> <p>6. Integrate academic content standards through technology-based instruction for purposes of improving academic performance</p>			<p>4.-5. District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices \$120,000 Title II, Title I PI, LCFF, Perkins IV</p> <p>6. Purchase new technology \$200,000 AB86, Title I, LCFF, Perkins IV</p>	<p>4.-5. District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices \$120,000 Title II, Title I PI, LCFF, Perkins IV</p> <p>6. Purchase new technology \$100,000 Title I, LCFF, Perkins IV</p>	<p>4.-5. District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices \$120,000 Title II, Title I PI, LCFF, Perkins IV</p> <p>6. Purchase new technology \$50,000 Title I, LCFF, Perkins IV</p>
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b. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and 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.

Section 3: Actions, Services, and Expenditures

Table 3B

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
Decrease the academic achievement gap for all learners by 25% in language arts, including CAHSEE proficiency, and mathematics every year from the established CCSS base and local measures of assessment.	Priority #1, #2, #4, #6, #7	For English Learners and reclassified students: 1. Purchase intervention software that incorporates reading, listening, speaking and writing. 2. Provide additional compensation for teachers to provide intervention after school. 3. Provide extra duty pay to create learning plans, review student data, refine curriculum. 4. Provide additional intervention during the school day.	LEA-Wide		1. Software \$25, 000 LCFF, TI 2. Salary for Afterschool tutorial TI, LCFF \$40,000 3. Extra duty pay TI, LCFF \$17, 000 4. Cost of additional intervention	1. Software \$10, 000 LCFF, TI 2. Salary for Afterschool tutorial TI, LCFF \$40,000 3. Extra duty pay TI, LCFF \$17, 000 4. Cost of additional intervention	1. Software License \$10, 000 LCFF, TI 2. Salary for Afterschool tutorial TI, LCFF \$40,000 3. Extra duty pay TI, LCFF \$17, 000 4. Cost of additional intervention

		<p>5.Reduce class sizes</p> <p>6.Purchase supplementary materials.</p> <p>7.Implement Summer Bridge Program.</p>			<p>periods at all four school sites \$378,750 LCFF</p> <p>5. Cost to reduce class size LCFF, TI \$140,000</p> <p>6. Purchase supplementary materials TI, LCFF \$70,000</p> <p>7. Salary for two teachers \$5,400 LCFF, TI</p>	<p>periods at all four school sites \$390,113 LCFF</p> <p>5. Cost to reduce class size LCFF, TI \$140,000</p> <p>6. Purchase supplementary materials TI, LCFF \$70,000</p> <p>7. Salary for two teachers \$5,400 LCFF, TI</p>	<p>periods at all four school sites \$401,816 LCFF</p> <p>5. Cost to reduce class size LCFF, TI \$140,000</p> <p>6. Purchase supplementary materials TI, LCFF \$70,000</p> <p>7. Salary for two teachers \$5,400 LCFF, TI</p>
<p>Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.</p>	<p>Priority #1, #2, #3, #4, #5, #7, #8</p>	<p>For English Learners and reclassified students:</p> <p>1. Provide Saturday School</p> <p>2. Provide Evening Tutorial</p> <p>3. Purchase data management system</p>			<p>1. Cost of teachers for Saturday School \$27,000 per school LCFF, TI</p> <p>2. Cost of teachers for p.m. tutorial \$15,000 LCFF, TI</p> <p>3. Cost of software \$ 12,000 LCFF, TI</p>	<p>1. Cost of teachers for Saturday School \$27,000 per school LCFF, TI</p> <p>2. Cost of teachers for p.m. tutorial \$15,000 LCFF, TI</p> <p>3. Cost of software \$ 12,000 LCFF, TI</p>	<p>1. Cost of teachers for Saturday School \$27,000 per school LCFF, TI</p> <p>2. Cost of teachers for p.m. tutorial \$15,000 LCFF, TI</p> <p>3. Cost of software \$ 12,000 LCFF, TI</p>
<p>Attain a 45% UC a-g graduation rate</p>	<p>Priority #1, #2, #4, #6, #7</p>	<p>For Foster Youth:</p> <p>1. Assign a faculty mentor</p>			<p>1. Cost of mentor to meet twice a month to</p>	<p>1. Cost of mentor to meet twice a month to develop</p>	<p>1. Cost of mentor to meet twice a month to develop</p>

<p>Attain a 40% EAP Passing rate</p> <p>Attain 29% AP Passing rate</p> <p>Attain 50% CTE pathway completers in three years</p>		<p>to develop and monitor academic plan and provide social and personal counseling</p>			<p>develop a plan \$ 5,000 LCFF, TI, Perkins</p>	<p>a plan \$ 5,000 LCFF, TI, Perkins</p>	<p>a plan \$ 5,000 LCFF, TI, Perkins</p>
<p>The goal for All three comprehensive high schools to attain a 90% graduation rate in the next three years.</p>	<p>Priority #1, #2, #3, #4, #5, #6, #7, #8</p>	<p>English Learners, reclassified students and Foster Youth:</p> <ol style="list-style-type: none"> 1. Conduct evening home visits 2. Develop Learning plans 3. Provide support for tutorials in Earlimart and Richgrove 4. Conduct Parent Awareness workshops 			<ol style="list-style-type: none"> 1. Cost of personnel for home visits \$10,000 LCFF, TI 2. Counselor - No additional cost 3. Teacher salary for support services \$23,000 during the week / \$6,000 weekend LCFF, TI 4. Cost of workshops materials/supplies \$1,200 LCFF, TI 	<ol style="list-style-type: none"> 1. Cost of personnel for home visits \$10,000 LCFF, TI 2. Counselor - No additional cost 3. Teacher salary for support services \$23,000 during the week / \$6,000 weekend LCFF, TI 4. Cost of workshops materials/supplies \$1,200 LCFF, TI 	<ol style="list-style-type: none"> 1. Cost of personnel for home visits \$10,000 LCFF, TI 2. Counselor - No additional cost 3. Teacher salary for support services \$23,000 during the week / \$6,000 weekend LCFF, TI 4. Cost of workshops materials/supplies \$1,200 LCFF, TI
<p>By 2016-2017, 64% of our 9th grade students</p>	<p>Priority #1, #2, #4, #5, #6, #8</p>	<p>For English Learners, reclassified students and Foster Youth:</p>					

<p>will pass the aerobic activity, 58% the body composition, and 76% the upper body strength.</p>		<p>1. Offer nutrition and dancing after school</p>			<p>1. Teacher salary (\$15,000) LCFF, TI</p>	<p>1. Teacher salary (\$15,000) LCFF, TI</p>	<p>1. Teacher salary (\$15,000) LCFF, TI</p>
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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Section 3: Actions, Services, and Expenditures

Table 3C

Delano Joint Union High School District's increase in funds from LCFF based on Supplemental and Concentration Grants: \$3,220,180

The District is utilizing its LCFF Supplemental and Concentration Grant funds as determined by the goals outlined in Section 2 of this LCAP and its action for implementing these goals, as outlined in Sections 3A and 3B.

District wide and School wide Justifications:

- **86% of the Delano Joint Union High School District's students are identified as either low income, English learner or Foster Youth, and as these pupils are enrolled proportionally throughout the District, the District has determined that the most effective use of its LCFF Supplemental and Concentration Grant funds will be used to enhance intervention services to these students in all of the District's schools.**
- **All schools in the Delano Joint Union High School District have at least 35% enrollment of low income, English learner, or foster youth. Therefore, the District determined that the most effective use of the Supplemental and Concentration grants would be to provide intervention services to these students on a school wide basis. This will allow for more flexible program scheduling, more effective use of staffing and instructional materials.**

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.

Section 3: Actions, Services, and Expenditures

Table 3D

According to the minimum proportionality percentage (MPP) calculation, the percentage by which Delano Joint Union High School District will increase or improve services is 22.34%.

Services for low income, foster youth, and English learners will be increased/improved as identified in Section 3B of the Local Control Accountability Plan. These services include, but are not limited to,:

- **Purchase of intervention software**
- **Provide additional time for teachers to provide intervention**
- **Provide additional time for teachers to refine and modify curriculum and assessments**
- **Reduce class size**
- **Provide students with standards aligned instructional materials**
- **Implementation of new character development curriculum**
- **Provide additional intervention support**
- **Host parent workshops**
- **Provide tutorials for students who need additional help**
- **Provide intervention courses**
- **Increase instructional time**
- **Provide professional development on instructional strategies, data analysis, and curriculum.**