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HEMET UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan

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

Introduction: Please see our Addendum Documents for an introduction and discussion of our Strategic Process and Implementation Plans.

LEA: Hemet Unified School District

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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>Involvement of parents, community members, pupils, and other stakeholders in the development, review, and implementation support of the LCAP</p> <p>Involvement Process</p> <p>Parents, community members, pupils, local bargaining units, and other stakeholders have been engaged and involved in developing the LCAP through LCFF/LCAP study sessions; participation in parent and/or staff surveys specific to elementary, middle, and high school grades; attendance at “town hall” meetings for various community organizations (e.g., Chamber of Commerce, Kiwanis, Rotary); and attendance at LCFF/LCAP informational meetings at school sites specific to individual parent and/or staff groups. Invitation to participate in the survey(s) and meeting(s) has been accomplished via automated telephone messages (ParentLink), flyers and posters, public notification in newspaper, parent newsletters, District website, and bulletins/memos.</p>	<p>Involvement of parents, community members, pupils, and other stakeholders in the development, review, and implementation support of the LCAP</p> <p>Impact on LCAP</p> <p>Information gathered from the various data sources (e.g., study sessions, surveys, meetings) has been analyzed and used to guide the development of priority need areas and goals for each of the state priority areas and applicable to each of the pupil subgroups (ELL, FY, LI, and SPED). In addition, LCFF funds were applied throughout the LCAP to fund the identified goals and state priorities discovered through the involvement and analysis process.</p>
<p>Engagement of stakeholders in a timely manner</p> <p>Involvement Process</p> <p>Beginning in 2013, and continuing through the present, district and site administrators have been involved in discussions that focus on each section of the LCAP. Also, in 2013, all parents, including District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) have been provided multiple opportunities for involvement and input in the LCAP through local school site meetings, district meetings, and surveys. Discussions and data gathering have focused on each section of the LCAP, with an emphasis on English learners, Special Education students, Low Income students, and Foster Youth.</p>	<p>Engagement of stakeholders in a timely manner</p> <p>Impact on LCAP</p> <p>As stakeholders provide input on all sections of the LCAP, it is becoming apparent, through information and data gathering, that particular areas of need(such as, lower class size, expand music program as examples) have been expressed multiple times. As these items are reviewed for application, effectiveness, and cost, they will be prioritized and become part of the LCAP, as appropriate. It is our intent to insure that stakeholder input finds its way into the LCAP as appropriate. If not feasible in year 1, items will be considered for subsequent years of LCAP implementation.</p>
<p>Data related to state priorities and used by stakeholders for goal setting purposes</p>	<p>Data related to state priorities and used by stakeholders for goal setting purposes</p>

Involvement Process	Impact on LCAP
<p>Involvement Process</p> <p>The quantitative data shared with stakeholders included, local and state student assessment data which included, CST, CMA, CAPA, CELDT, Reclassification, Title III AMAOs, MAP, CHKS, BARR, professional development data related to CCCSS, graduation rate, drop-out rate, EAP pass rates, AP course completion (including all sub groups), College and Career Readiness course completion (including all subgroups), and A-G completion rate data. The qualitative data shared with stakeholders included feedback from teachers, administrators, parents, and students. Both qualitative and quantitative data was used to inform stakeholder groups of the state’s priorities, how the data relates and connects to the priorities, and the importance of goal setting based on this student achievement data.</p> <p>The following information was shared with various stakeholders at our District Data Team, as well as on our district’s website. For English Learners, results from our 2013 CELDT scores, Reclassification numbers, and results from a pilot of Imagine Learning at Little Lake Elementary School. For HUSD’s implementation of CCSS and Professional Development to support this transition, information on the number of teachers trained the past two years, as well as information on the Lead Teacher training for Common Core. Results from our most recent Dropout Rates, EAP passing rates, the number of students in AP classes, CAHSEE results, and AVID grade point average comparison results were shared in relation to HUSD’s College and Career Readiness. Information on expulsions and the effectiveness of Hemet High School’s BARR program was also shared with stakeholders.</p> <p>Changes made to LCAP, prior to adoption, as a result of stakeholder feedback</p>	<p>Impact on LCAP</p> <p>By sharing qualitative and quantitative data/metrics with stakeholders, we have received invaluable feedback that will better inform our LCAP goal setting process. This feedback will be used as part of our process for defining, informing, and creating LCAP goals. This process will have a positive impact on our LCAP goals and insure that all student groups are considered in the goal setting process, especially, LI, FY, SPED, and EL.</p> <p>Changes made to LCAP, prior to adoption, as a result of stakeholder feedback</p>
<p>Involvement Process</p> <p>The need for a longer high school day became apparent during the collaborative engagement process with stakeholders. Due to the limits posed by the current instructional high school day (six periods), many students were unable to access courses that would provide them with additional opportunities for success and/or extended learning opportunities. The addition of zero and seventh periods, at the comprehensive high schools, has found their place in the LCAP as a direct result of the engagement process. In addition, 9th grade student data indicated a need for academic and emotional support; with an emphasis on A-G completion and student engagement/connectedness. The BARR program, aimed at supporting 9th grade students, has proven to be a successful program, as evidenced at Hemet High School where it has been implemented from 2011-2014. This will be implemented at all comprehensive schools as result of stakeholder</p>	<p>Impact on LCAP</p> <p>The addition of zero and seventh periods at the comprehensive high schools will necessitate funding each year of the LCAP and may overlap with other LCAP “access/extended learning opportunities” initiatives. The implementation of the BARR program at all comprehensive high schools will also necessitate funding to support effective and complete implementation.</p>

Involvement Process	Impact on LCAP
<p>feedback.</p> <p>Actions taken to meet statutory requirements for stakeholder engagement</p> <p>Involvement Process</p> <p>Parents, community members, pupils, local bargaining units, and other stakeholders have been engaged and involved in developing the LCAP through the following mechanisms: School Site Councils (SSC); District Advisory Committees (DAC); District English Learner Advisory Committee (DELAC); English Learner Advisory Committees (ELAC); Parent Teacher Associations (PTA); LCFF/LCAP study sessions; participation in parent and/or staff surveys specific to elementary, middle, and high school grades; attendance at “town hall” meetings for various community organizations (e.g., Chamber of Commerce, Kiwanis, Rotary) facilitated by District Administration; and attendance at LCFF/LCAP informational meetings at school sites specific to individual parent and/or staff groups. Invitation to participate in the survey(s) and meeting(s) has been accomplished via automated telephone messages (ParentLink), flyers and posters, public notification in newspaper, District website, and bulletins/memos.</p> <p>Involvement of stakeholders in annual update of LCAP to support improved outcomes related to state priorities</p> <p>Involvement Process</p> <p>For the annual update, our district involves all stakeholders, including parents, teachers, administrators, students, and others through various methods. Surveys, school site meetings, district meetings, parent-teacher conferences, and parent workshops are all ways in which we involve stakeholder groups. The information gathered from this involvement was one of the data sources used in our annual update of the LCAP. It has provided guidance in the annual LCAP update in areas that would not otherwise have been considered. As a result of the stakeholder involvement and its positive impact on the goal setting process, a formal process will be created for the annual gathering of data from each respective group.</p>	<p>Actions taken to meet statutory requirements for stakeholder engagement</p> <p>Impact on LCAP</p> <p>Information gathered from the various data sources (e.g., study sessions, surveys, meetings) will be/has been utilized to guide the development of priority need areas and goals for each of the state priority areas and applicable to each of the pupil subgroups (ELL, FY, LI, SPED).</p> <p>Involvement of stakeholders in annual update of LCAP to support improved outcomes related to state priorities</p> <p>Impact on LCAP</p> <p>The annual update of the LCAP will be positively impacted through stakeholder involvement and input. Students have been the direct beneficiaries of increased stakeholder involvement, with increased opportunities that enhance and improve student outcomes. As the LCAP is updated annually and several areas of data are reviewed, it has become apparent that stakeholder input, as a part of the overall annual update process, has proven effective in improving student outcomes and meeting state priorities.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	GOAL #1 All students will graduate from high school college/career ready.							
Need Identified Implement Math and ELA in the Common Core State Standards and implement Science and Social Science literacy component of the Common Core State Standards Metric Used = Number of K-12 Math and ELA teachers trained and using Common Core Units		All students with Special Focus on English Learners	All schools	N/A in Year 1	Need = All students will have access to Curriculum Designed Units of Study in Math and ELA – Grades K through 12 Metric = 90% of K-12 Math and ELA teachers will be trained and using Common Core built Units of Instruction	Need = All students will have access to Math and ELA units from 2014-15 Metric = 95% of K-12 Math and ELA teachers will be trained and using Common Core built Units of Instruction	Need = All students will have access to the same Units of Instruction in Math, ELA, Science and Social Science from 2015-16 Metric = 100% of K-12 Math and ELA teachers will be trained and using Common Core built Units of Instruction	Implementation of State Standards AND Student Achievement, Professional Development (local priority)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
of Instruction AND Increase in district and site Academic Performance Index (API)					AND There will not be an API in this school year.	AND This will be the baseline API for all schools and subgroups.	AND The district, each site and all subgroups will grow by 5 API points over previous year if under 800 – will grow by 3 points if over 800	
Need Identified Implement Math and ELA in the Common Core State Standards and implement Science and Social Science literacy component of the Common Core State Standards Metric Used = Number of 6-12 Science and Social Science teachers trained and using Units of Instruction		All students with Special Focus on English Learners	All schools	N/A in Year 1	Need = Science and Social Science Units will begin construction Metric = N/A in Year 1	Need = Rolling out in 2015-16 will be Curricular Designed Units of study (Phase 1 pilot) in Science and Social Science in grades 6-12 with added supports for English learners Metric = 70% of 6-12 Science and Social Science teachers will be trained and using new Units of Instruction	Need = Phase 2 to complete roll out of Science and Social Science will take place with added supports for English learners Metric = 90% of 6-12 Science and Social Science teachers will be trained and using Common Core built Units of Instruction	Implementation of State Standards AND Student Achievement, Professional Development (local priority)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
including Common Core Literacy								
Need Identified Implement Math and ELA in the Common Core State Standards and implement Science and Social Science literacy component of the Common Core State Standards including specific support and resources for English learners in each unit Metric Used = Number of Units of Instruction in Math, ELA, Science and Social Science built with English learner support		All students with Special Focus on English Learners	All schools	N/A in Year 1	Need = Units of Instruction in Math and ELA will be built with special differentiation for English learner students grades K-12 Metric = 80% of the Units will be built with English Learner support resources	Need = Units of Instruction in Math, ELA, Science and Social Science will be built with special differentiation for English learner students grades K-12 Metric = 90% of the Units will be built with English Learner support resources	Need = Units of Instruction in Math, ELA, Science and Social Science will be built with special differentiation for English learner students grades K-12 Metric = 100% of the Units will be built with English Learner support resources	Implementation of State Standards AND Student Achievement, Professional Development (local priority)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need Identified</p> <p>Implement Math and ELA in the Common Core State Standards and implement Science and Social Science literacy component of the Common Core State Standards via Enrichment Resources in the Units of Instruction</p> <p>Metric Used =</p> <p>Number of Units of Instruction in Math, ELA, Science and Social Science built with Enrichment Resources for differentiation</p>		All students	All schools	N/A in Year 1	<p>Need =</p> <p>Units of Instruction in Math and ELA will be built with differentiation for Enrichment students grades K-12</p> <p>Metric =</p> <p>80% of the Units will be built with Enrichment support resources</p>	<p>Need =</p> <p>Units of Instruction in Math and ELA will be built with differentiation for Enrichment students grades K-12</p> <p>Metric =</p> <p>90% of the Units will be built with Enrichment support resources</p>	<p>Need =</p> <p>Units of Instruction in Math and ELA will be built with differentiation for Enrichment students grades K-12</p> <p>Metric =</p> <p>100% of the Units will be built with Enrichment support resources</p>	<p>Implementation of State Standards</p> <p>AND</p> <p>Student Achievement, Professional Development (local priority)</p>
<p>Need Identified</p> <p>All Students will have access to Standards -</p>		All students	All schools	N/A in Year 1	<p>Need =</p> <p>All students will have Standards Aligned</p>	<p>Need =</p> <p>All students will have Standards Aligned</p>	<p>Need =</p> <p>All students will have Standards Aligned Instructional</p>	<p>Basic Services</p> <p>AND</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Aligned Instructional Materials</p> <p>Metric used =</p> <p>Per the Williams reports all students will have access to Standards - Aligned Instructional Materials with a special focus on English learner materials and support material in the units of instruction</p>					<p>Instructional Materials K through 12</p> <p>Metric =</p> <p>100% of the students will have enough Standards Aligned Instructional Materials (books and Materials from RCD units) including instructional materials for English learners students based on the Williams report</p>	<p>Instructional Materials K through 12</p> <p>Metric =</p> <p>100% of the students will have enough Standards Aligned Instructional Materials (books and Materials from RCD units) including instructional materials for English learners students based on the Williams report</p>	<p>Materials K through 12</p> <p>Metric =</p> <p>100% of the students will have enough Standards Aligned Instructional Materials (books and Materials from RCD units) including instructional materials for English learners students based on the Williams report</p>	<p>Student Achievement</p>
<p>Need identified</p> <p>11th grade student performance on Early Assessment Program</p>		<p>All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)</p>	<p>High Schools</p>	<p>N/A in Year 1</p>	<p>Need =</p> <p>Have HUSD high-school graduates enter the California State University system fully prepared to begin college-level study. In 2013 17% of HUSD students were identified as "ready for college" and 13% were identified as "conditional-ready for college".</p>	<p>Need =</p> <p>Have HUSD high-school graduates enter the California State University system fully prepared to begin college-level study.</p>	<p>Need =</p> <p>Have HUSD high-school graduates enter the California State University system fully prepared to begin college-level study.</p>	<p>Student Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric used = Early Assessment Program exam results for all 11th graders who take the English Language Arts and/or Math portion of the EAP Test					Metric = Increase number of students identified as "ready for college" by 2% over going rate from previous year.	Metric = Increase number of students identified as "ready for college" by 2% over going rate from 2014-2015.	Metric = Increase number of students identified as "ready for college" by 2% over going rate from 2015-2016.	
Need Identified Number of students and subgroup students (Hispanic, African American, Low Income, English Learner, Foster Youth) taking and passing AP classes/exams with 3's or better Metric used = Number of students taking AP courses and number of students		All students with Special Focus on English Learner, Low Income, Foster Youth, Hispanic and African American	All schools	N/A in Year 1	Need = High Schools (Hemet, West Valley, Tahquitz) will participate in Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Metric = Number of students including all subgroups will	Need = High Schools (Hemet, West Valley, Tahquitz) will participate in Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Metric = Number of students including all subgroups will increase 3%	Need = High Schools (Hemet, West Valley, Tahquitz) will participate in Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Metric = Number of students including all subgroups will increase 3%	Student Achievement AND Professional Development, (local priority) Course Access, Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
passing with 3's or better					increase 3% over 2013-14 levels	over 2014-15 levels	over 2015-16 levels	
<p>Need Identified</p> <p>Number of sections offered and number of students enrolled in Project Lead The Way –</p> <p>Metric used =</p> <p>Number of sections offered and number of students served (program did not exist in 2013-14)</p>		All students - with special recruiting for females, English Learner, Foster Youth, Hispanic and African American	High Schools Middle Schools (year 2and3) Elementary Schools (year 3)	N/A in Year 1	<p>Need =</p> <p>High Schools will roll out the first course of Project Lead The Way (Engineering)</p> <p>Metric =</p> <p>Hamilton, Hemet, West Valley and Tahquitz High Schools will have at least 1 section of Project Lead The Way with at least 20 students served – with special recruiting for females, English Learner, Foster Youth, Hispanic and African American</p>	<p>Need =</p> <p>Project Lead The Way will expand to include a grade 7, and course 2 at high school engineering class</p> <p>Metric =</p> <p>All high schools will have at least 2 sections of Project Lead The Way with at least 40 students served - All Valley Middle Schools will offer at least 1 section of Project Lead The Way with at least 20 students served</p>	<p>Need =</p> <p>Project Lead The Way will expand to include a grade 4, 6, 8 and course 3 capstone at the high school engineering class</p> <p>Metric =</p> <p>All high schools will have at least 3 sections of Project Lead The Way with at least 60 students served - All Valley Middle Schools will offer at least 2 sections of Project Lead The Way with at least 40 students served</p>	<p>Course Access, Other Student Outcomes</p> <p>AND</p> <p>Professional Development (local priority)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need Identified</p> <p>Zero Period classes to expand number of choices students can take in their schedule</p> <p>Metric Used =</p> <p>Number of students enrolled in and number of sections of zero period offered</p>		All students	All schools	N/A in Year 1	<p>Need =</p> <p>High Schools and Middle Schools will expand their day to add some zero period classes to provide more access to courses to more students</p> <p>Metric =</p> <p>All outlying MS and HS will add at least 1 zero period class, all valley MS and HS will add at least 2 zero period classes</p>	<p>Need =</p> <p>Zero period offerings will increase to add even more access to courses</p> <p>Metric =</p> <p>All outlying MS and HS will add at least 2 zero period class, all valley MS and HS will add at least 4 zero period classes</p>	<p>Need =</p> <p>Zero period offerings will increase to add even more access to courses</p> <p>Metric =</p> <p>All outlying MS and HS will add at least 3 zero period class, all valley MS and HS will add at least 8 zero period classes</p>	<p>Course Access, Other Student Outcomes</p> <p>AND</p> <p>Professional Development (local priority)</p>
<p>Need identified</p> <p>College/Career Ready – UC a-g completers</p>		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster	Middle and High Schools	N/A in Year 1	<p>Need=</p> <p>More 12th graders need to be completing UC a-g requirements. During the 2013-2014 school year, 16.8% of 12th graders in HUSD have completed their a-g requirements. To be accomplished by expanding</p>	<p>Need=</p> <p>More 12th graders need to be completing UC a-g requirements.</p>	<p>Need=</p> <p>More 12th graders need to be completing UC a-g requirements.</p>	<p>Student Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric Used = Number of student enrolled in AVID will increase at all middle and high schools		Youth)			AVID at Middle Schools and High Schools. Metric = The percent of students participating in AVID at each comprehensive middle and high school will increase by 5% over going rate from the previous year.	Metric = The percent of students participating in AVID at each comprehensive middle and high school will increase by 5% over going rate from the previous year.	Metric = The percent of students participating in AVID at each comprehensive middle and high school will increase by 5% over going rate from the previous year.	
Need identified Increase the number of students with keyboarding skills to take the Smarter Balanced Assessment on the computers Metric Used = Aeries query of the number of students enrolled/participating in Keyboarding instruction		All students	Elementary and Middle Schools	N/A Year 1	Need= More students need to improve their basic keyboarding skills to be prepared for Smarter Balanced Assessments as well as basic life skills. Metric = The percent of students enrolled in and participating in Keyboarding at each elementary and middle school will increase by 50% over the previous year.	Need= More students need to improve their basic keyboarding skills to be prepared for Smarter Balanced Assessments as well as basic life skills. Metric = The percent of students enrolled in and participating in Keyboarding at each elementary and middle school will increase by 10% over going rate from the previous year.	Need= More students need to improve their basic keyboarding skills to be prepared for Smarter Balanced Assessments as well as basic life skills. Metric = The percent of students enrolled in and participating in Keyboarding at each elementary and middle school will increase by 10% over going rate from the previous year	Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Maintain and Support current CTE programs Number of CTE Capstone completers		All students	High Schools	N/A Year 1	Increase number of CTE Capstone Completers by 1% over previous year	Maintain and support CTE courses and have more students complete Capstone Pathway	Maintain and support CTE courses and have more students complete Capstone Pathway	Course access
	GOAL #2 All students will read at grade level or above. All English learners will acquire English proficiency in no more than 5 years.							

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need Identified</p> <p>Expand Literacy programs and increase student performance especially English learners</p> <p>Metric Used =</p> <p>Number of students enrolled and/or participating in Literacy programs (Imagine Learning, English 3D, Read 180, System 44)</p> <p>Metric Used=</p> <p>End of Course Assessments (Read 180, System 44)</p>		All identified students – special focus on English learner with Imagine Learning and English 3D	Elementary and Middle Schools	N/A Year 1	<p>Need =</p> <p>Elementary and Middle Schools will add Literacy programs to support students in Language Arts including increased support for English learners</p> <p>Metric =</p> <p>Number of students including all subgroups will increase participation 3% over 2013-14 levels</p> <p>Metric =</p> <p>Students making achievement goals in each program will be set as a baseline in Year 1.</p>	<p>Need =</p> <p>Literacy Programs will expand their size and scope to work with more students</p> <p>Metric =</p> <p>Number of students including all subgroups will increase participation 3% over 2014-15 levels</p> <p>Metric =</p> <p>Students making achievement goals in each program will increase by 10% over Year 1.</p>	<p>Need =</p> <p>Literacy Programs will expand their size and scope to work with more students</p> <p>Metric =</p> <p>Number of students including all subgroups will increase participation 3% over 2015-16 levels</p> <p>Metric =</p> <p>Students making achievement goals in each program will increase by 10% over Year 2.</p>	Student Achievement, Other Student Outcomes
<p>Need Identified</p> <p>The percentage of English learners</p>		English learner students	All schools	N/A in Year 1	<p>Need =</p> <p>The percentage of the English learners students</p>	<p>Need =</p> <p>The percentage of the English learners students who are</p>	<p>Need =</p> <p>The percentage of the English learners students who are</p>	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
becoming English proficient will increase by 1% every year Metric used = CELDT testing annual results					who are getting reclassified will increase by 1% every year Metric = CELDT data will be used to show an increase of 3% of English Learners attaining proficiency in English each year over the previous year	getting reclassified will increase by 1% every year Metric = CELDT data will be used to show an increase of 3% of English Learners attaining proficiency in English each year over the previous year	getting reclassified will increase by 1% every year Metric = CELDT data will be used to show an increase of 3% of English Learners attaining proficiency in English each year over the previous year	
Need Identified English learner reclassification rate will increase every year Metric Used = Reclassification annual data		English learner students	All schools	N/A in Year 1	Need = English learner reclassification rate will increase every year Metric = English learners will reclassify as Fluent English Proficient at a 3% greater number than the year	Need = English learner reclassification rate will increase every year Metric = English learners will reclassify as Fluent English Proficient at a 3% greater number than the year before	Need = English learner reclassification rate will increase every year Metric = English learners will reclassify as Fluent English Proficient at a 3% greater number than the year before	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					before			
<p>Need Identified</p> <p>Increase the number of K-1 students who are proficient grade level readers</p> <p>Metric Used =</p> <p>Internal assessment of the Reading Learning Dynamics program to measure number of proficient readers by the end of grade 1</p>		All students	Elementary Schools	N/A in Year 1	<p>Need =</p> <p>Pilot Reading Learning Dynamics in select K-1 classes to understand how to use and expand the program</p> <p>Metric =</p> <p>Internal assessment of the Reading Learning Dynamics program to measure number of proficient readers by the end of grade 1 and measure the number of classes using it and teacher feedback of the program</p>	<p>Need =</p> <p>Increase the number of K-1 students who are proficient grade level readers</p> <p>Metric =</p> <p>Expand the program to all K-1 classes. Measure student assessment and teacher feedback.</p>	<p>Need =</p> <p>Increase the number of K-1 students who are proficient grade level readers</p> <p>Metric =</p> <p>Improve number of proficient readers in K-1 by 10% over Year 2.</p>	Student Achievement, Course Access
	GOAL #3							
	All schools will have a positive, safe,							

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	and engaging climate. All schools will have an inclusive culture featuring parent participation.							
Need Identified Class size ratios will decrease at K-3. Class size ratios will decrease at 4-12. Metric used = District will reduce class size ratios at K-3 to move incrementally toward the 2020 State target. District will reduce		All students	All schools	N/A Year 1	Need = Reduce class size ratios Metric = Reduce class size ratios K-3 to be lower than previous year and on target with State mandates. Reduce class size ratios 4-12 to be lower than previous year.	Need = Reduce class size ratios Metric = Reduce class size ratios K-3 to be lower than previous year and on target with State mandates. Reduce class size ratios 4-12 to be lower than previous year.	Need = Reduce class size ratios Metric = Reduce class size ratios K-3 to be lower than previous year and on target with State mandates. Reduce class size ratios 4-12 to be lower than previous year.	Other Student Outcomes, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
class size ratios at 4-12.								
Need Identified Increase site allocation for discretionary spending – provide more supplies and resources for schools. Metric used = District will distribute a proportional amount to sites based on number of students and groups of students served.		All students	All schools	N/A Year 1	Need = Increase site allocations. Metric = Semiannual budget report to Board on site allocation amount increases. Increased funds translate to more supplies, more training for teachers and more activities for students.	Need = Increase site allocations. Metric = Semiannual budget report to Board on site allocation amount increases. Increased funds translate to more supplies, more training for teachers and more activities for students.	Need = Increase site allocations. Metric = Semiannual budget report to Board on site allocation amount increases. Increased funds translate to more supplies, more training for teachers and more activities for students.	Other Student Outcomes, Course Access
Need Identified The district will meet state targets for graduation rates for all students, with a		All students with special focus on African American, Hispanic,	High Schools (Target program – Add BARR)	N/A in Year 1	Need = Programs and services will be implemented such as, BARR, Project Lead the Way, longer school day, and	Need = Intervention programs and services will be expanded. BARR, Project Lead the Way, longer school day, and	Need = Intervention programs and services will be expanded. BARR, Project Lead the Way, longer school day, and	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
special focus on, African American, Hispanic, English Learner, Low Income and Foster Youth students. Metric used = Number of students graduating		English Learner, Low Income and Foster Youth)			increased opportunities for Advanced Placement courses; all of which contribute to increased student engagement, motivation, academic achievement, and graduation. Metric = Graduation rates will increase by 1% over going rate from previous year and will be measured using state graduation data for all students and for each identified subgroup	increased opportunities for Advanced Placement courses will continue; all of which contribute to increased student engagement, motivation, academic achievement, and graduation. Metric = Graduation rates will increase by 1% over going rate from previous year and will be measured using state graduation data for all students and for each identified subgroup	increased opportunities for Advanced Placement courses will continue; all of which contribute to increased student engagement, motivation, academic achievement, and graduation. Metric = Graduation rates will increase by 1% over going rate from previous year and will be measured using state graduation data for all students and for each identified subgroup	
Need Identified Number of students enrolled in and completing A-G courses and meeting all graduation requirements Metric used =		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster	High Schools (Target program – Add BARR)	N/A in Year 1	Need = Increase number of students, especially identified subgroups, enrolled in and completing A-G courses and meeting all graduation requirements Metric =	Need = Increase number of students, especially identified subgroups, enrolled in and completing A-G courses and meeting all graduation requirements Metric =	Need = Increase number of students, especially identified subgroups, enrolled in and completing A-G courses and meeting all graduation requirements Metric =	Student Engagement, Student Achievement, Course Access, School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Number of students on track to graduate as measured by A-G and grad check audits		Youth)			Number of students on track to graduate as measured by A-G completion rates and grad check audits will increase by 10% over previous year	Number of students on track to graduate as measured by A-G completion rates and grad check audits will increase by 10% over previous year	Number of students on track to graduate as measured by A-G completion rates and grad check audits will increase by 10% over previous year	
Need Identified Student Performance on Standardized Tests – CAHSEE and CAASP (once baseline is set) Metric Used = Number of students passing CAHSEE and Number of students scoring "Proficient" on CAHSEE		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	High Schools (Target program – Add BARR)	N/A in Year 1	Need = All High Schools need to increase the number of 10th grade students both passing and scoring "proficient" on California's High School Exit Exam (CAHSEE). 75% of 10th graders in HUSD passed the CAHSEE in February 2013. Metric = Number of students passing, and scoring proficient the CAHSEE (including all subgroups) will increase 2% over 2013-14 levels	Need = All High Schools need to increase the number of 10th grade students both passing and scoring "proficient" on California's High School Exit Exam (CAHSEE) Metric = Number of students passing, and scoring proficient the CAHSEE (including all subgroups) will increase 2% over 2014-15 levels	Need = All High Schools need to increase the number of 10th grade students both passing and scoring "proficient" on California's High School Exit Exam (CAHSEE) Metric = Number of students passing, and scoring proficient the CAHSEE (including all subgroups) will increase 2% over 2015-16 levels	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified Need Decrease the High School Dropout Rates Metric used= Dropout by Grades report from CDE which reports our "adjusted grade _ dropouts" for 9th – 12th grades		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	High Schools (Target program – Add BARR)	N/A in Year 1	Need = The number of HS students dropping out of school has increased in the last 3 years, from 228 in 10/11, 278 in 11/12, to 287 in 12/13. Hemet High drop-out rate decreased from 49 students in 2011/12 to 32 in 2012/13, Metric = The number of HS students dropping out will decrease by 20% from the previous year - 2013/2014	Need = Decrease the number of HS students dropping out of school Metric = The number of HS students dropping out will decrease by 20% from the previous year – 2014/15	Need = Decrease the number of HS students dropping out of school Metric = The number of HS students dropping out will decrease by 20% from the previous year – 2015/16	Student Engagement
Need Identified Reduce Chronic		All students with special focus on	Elementary	N/A in Year 1	Need = Need to decrease the	Need = Need to decrease the percent	Need = Need to decrease the percent	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Absenteeism Rates Metric used = CDE Truancy Report		African American, Hispanic, English Learner, Low Income and Foster Youth)	(Target program – Add Elementary Counselors)		percent of students identified as chronically absent across the district. On the 2013 CDE’s Truancy report, HUSD had a truancy rate of 27.33%, the county 30.53% and the state 29.28%. Metric = Decrease the “Truancy Rate” of HUSD by 1% rate from 2013/14.	of students identified as chronically absent across the district. On the 2013 CDE’s Truancy report, HUSD had a truancy rate of 27.33%, the county 30.53% and the state 29.28%. Metric = Decrease the “Truancy Rate” of HUSD by 1% from the 2014/15 rate.	of students identified as chronically absent across the district. On the 2013 CDE’s Truancy report, HUSD had a truancy rate of 27.33%, the county 30.53% and the state 29.28%. Metric = Decrease the “Truancy Rate” of HUSD by 1% from the 2015/16 rate.	
Need Identified Reduce suspension rates for all students, especially for African American, Hispanic, English learner, Low Income, and Foster Youth students Metric used = Monthly suspension reports generated at		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	Elementary schools (Target program – Add Elementary Counselors) High schools (Target program – Add BARR)	N/A in Year 1	Need = K-5 Schools will be provided with counselors that will provide student support in areas focused on suspension prevention and decision making skills Metric = Suspension rates will decrease annually by 10% from going rate as measured	Need = K-5 Schools will be provided with counselors that will provide student support in areas focused on suspension prevention and decision making skills Metric = Suspension rates will decrease annually by 10% from going rate as measured by both the	Need = K-5 Schools will be provided with counselors that will provide student support in areas focused on suspension prevention and decision making skills Metric = Suspension rates will decrease annually by 10% from going rate as measured by both the	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
district level and annual California Department of Education suspension reports					by both the district's monthly suspension reports data and California Department of Education's annual suspension rate data.	district's monthly suspension reports data and California Department of Education's annual suspension rate data.	district's monthly suspension reports data and California Department of Education's annual suspension rate data.	
Need Identified Gather input from students, staff and parents regarding school climate Metric Used = Use the California Healthy Kids Survey to monitor trends of school climate and safety		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	All schools (Target program – Add Elementary Counselors)	N/A in Year 1	Need = Use the California Healthy Kids Survey to monitor trends of school climate and safety Metric = Observe a 3% improvement overall in perceived safety and climate at all schools as measured by the Calif. Healthy Kids Survey	Need = Use the California Healthy Kids Survey to monitor trends of school climate and safety Metric = Observe a 3% improvement over the 2014-15 results overall in perceived safety and climate at all schools as measured by the Calif. Healthy Kids Survey	Need = Use the California Healthy Kids Survey to monitor trends of school climate and safety Metric = Observe a 3% improvement over the 2015-16 results overall in perceived safety and climate at all schools as measured by the Calif. Healthy Kids Survey	School Climate
Identified Need Decrease the		All students with special focus on	Middle and High schools	N/A in Year 1	Need = Many of the engaging	Need = Increase programs (athletics)	Need = Increase programs (athletics)	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Middle and High School Dropout Rates</p> <p>AND</p> <p>Increase Attendance Rates</p> <p>Metric used =</p> <p>Dropout by Grades report from CDE</p> <p>AND</p> <p>Monthly generated Attendance rates by site – and annual State Attendance submissions</p>		<p>African American, Hispanic, English Learner, Low Income and Foster Youth)</p>	<p>(Target program – Add Athletics)</p>	<p>programs and activities such as Athletics at the MS and HS level were cut several years ago due to budget issues. Bring back programs that connect kids to school and thereby reduce the dropout rates.</p> <p>Metric =</p> <p>Increase the number of students participating in athletics by 20% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from the previous school year.</p> <p>AND</p> <p>Increase site attendance rates by 0.5% over previous year</p>	<p>and activities at MS to ensure student engagement.</p> <p>Metric =</p> <p>Increase the number of students participating in athletics by 20% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from the 2014/15.</p> <p>AND</p> <p>Increase site attendance rates by 0.5% over previous year</p>	<p>and activities at MS to ensure student engagement.</p> <p>Metric =</p> <p>Increase the number of students participating in athletics by 20% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from 2015/16.</p> <p>AND</p> <p>Increase site attendance rates by 0.5% over previous year</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need</p> <p>Decrease the Middle and High School Dropout Rates</p> <p>AND</p> <p>Increase Attendance Rates</p> <p>Metric used =</p> <p>Number of students participating and enrolled in Music and Athletics</p> <p>AND</p>		<p>All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)</p>	<p>Middle and High schools</p> <p>(Target program – Add Music)</p>	<p>N/A in Year 1</p>	<p>Need =</p> <p>Many of the engaging programs and activities such as Music at the MS and HS level were cut several years ago due to budget issues. Bring back programs that connect kids to school and thereby reduce the dropout rates.</p> <p>Metric =</p> <p>Increase the number of students participating in Music by 20% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from the previous school</p>	<p>Need =</p> <p>Increase programs (music) and activities at MS and HS to ensure student engagement.</p> <p>Metric =</p> <p>Increase the number of students participating in Music by 15% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from the 2014/15.</p>	<p>Need =</p> <p>Increase programs (music) and activities at MS and HS to ensure student engagement.</p> <p>Metric =</p> <p>Increase the number of students participating in Music by 10% over previous year.</p> <p>AND</p> <p>Decrease the number of MS and HS drop-outs by 1% from 2015/16.</p>	<p>Student Engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Monthly generated Attendance rates by site – and annual State Attendance submissions					year. AND Increase site attendance rates by 0.5% over previous year	AND Increase site attendance rates by 0.5% over previous year	AND Increase site attendance rates by 0.5% over previous year	
Identified Need Decrease the Middle and High School Dropout Rates Metric used = Number of students participating and enrolled in Extra – curricular clubs and activities		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	Middle and High schools (Target program – Add Extracurricular)	N/A in Year 1	Need = Many of the engaging programs and activities such as Extra Curricular Clubs and activities at the MS and HS level were cut several years ago due to budget issues. Bring back programs that connect kids to school and thereby reduce the dropout rates. Metric = Increase the number of students participating in Extra-curricular clubs and activities by 20% over previous year.	Need = Increase programs (Extra Curricular Clubs and activities) at MS and HS to ensure student engagement. Metric = Increase the number of students participating in Extra-curricular clubs and activities by 20% over previous year.	Need = Increase programs (Extra Curricular Clubs and activities) at MS and HS to ensure student engagement. Metric = Increase the number of students participating in Extra-curricular clubs and activities by 20% over previous year.	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified Need Increase opportunities for all students to participate in 5 th grade camp Metric used = Number of students participating in 5 th grade camp		All students – focus on Low Income	Elementary schools (Target program – Add 5 th grade camp)	N/A Year 1	Need = Provide a 50/50 match plus transportation for schools to send 5 th grade students to camp. Schools will raise funds for their 50%. Metric = Increase the number students participating in 5 th grade camp over previous year by 5%.	Need = Provide a 50/50 match plus transportation for schools to send 5 th grade students to camp. Schools will raise funds for their 50%. Metric = Increase the number students participating in 5 th grade camp over previous year by 5%.	Need = Provide a 50/50 match plus transportation for schools to send 5 th grade students to camp. Schools will raise funds for their 50%. Metric = Increase the number students participating in 5 th grade camp over previous year by 5%.	Student Engagement, Other Student Outcomes
Need Identified Gather input from students, staff and parents regarding school climate		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster	All schools (Target program – School Climate Surveys – Parent Surveys)	N/A in Year 1	Need = Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions	Need = Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions	Need = Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions	School Climate, Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric Used = Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions		Youth)			Metric = 1st year will set a baseline on participation and climate perception	Metric = Observe a 5% improvement on participation and climate perception from the 2014-15 baseline	Metric = Observe a 5% improvement on participation and climate perception from the 2015-16 baseline	
Need Identified Involve more parents in school and district meetings and activities Metric Used = Sign in sheets gathered at meetings to track participation		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	All schools (Target program – Parent Input and Attendance)	N/A in Year 1	Need = Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Metric = Not available in Year 1 (Baseline)	Need = Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Metric = Increase participation especially from subgroups (Low Income, Foster Youth, English learner, Hispanic and African American) by 10% over 2014-15 baseline	Need = Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Metric = Increase participation especially from subgroups (Low Income, Foster Youth, English learner, Hispanic and African American) by 10% over 2015-16 baseline	Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Identified Increase parent involvement in all schools, with an emphasis on African American, Hispanic, English Learner, Low Income and Foster Youth Metric used = Increase in parent involvement at all schools as measured by sign-ins and parent participation logs – particularly at Parent Nights		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	All schools (Target program – Parent Nights)	N/A in Year 1	Need = All schools will have regular meetings with parents, with an emphasis on increasing participation from African American, Hispanic, English Learner, Low Income and Foster Youth parent groups. Parents will have input on meeting topics/agendas to better reflect parent interests. Metric = All school sites will set baseline of parent involvement.	Need = All school sites will increase parent involvement /engagement by 20%. All schools will have regular meetings with parents, with an emphasis on increasing participation from African American, Hispanic, English Learner, Low Income and Foster Youth parent groups. Parents will have input on meeting topics/agendas to better reflect parent interests. Metric = All school sites will increase parent involvement /engagement by 15% over previous year.	Need = All school sites will increase parent involvement /engagement by 20%. All schools will have regular meetings with parents, with an emphasis on increasing participation from African American, Hispanic, English Learner, Low Income and Foster Youth parent groups. Parents will have input on meeting topics/agendas to better reflect parent interests. Metric = All school sites will increase parent involvement /engagement by 15% over previous year.	Parent Involvement
Need Identified Reduce expulsion		All students with special focus on	Middle and High schools	N/A in Year 1	Need = The district will plan and	Need = The district will open a	Need = The district will operate a	School Climate AND

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>rates for all students, especially for African American, Hispanic, English learner, Low Income, and Foster Youth students</p> <p>Metric used =</p> <p>Monthly expulsion reports generated at district level and annual California Department of Education expulsion reports</p>		African American, Hispanic, English Learner, Low Income and Foster Youth)			<p>design a Community Day School as an alternative to expulsion.</p> <p>Metric =</p> <p>Community Day School to be ready for full implementation by August 2015.</p>	<p>Community Day School as an alternative to expulsion.</p> <p>Metric =</p> <p>Expulsion rates will decrease annually by 10% as measured by both the district's monthly expulsion reports data and California Department of Education's annual expulsion rate data.</p>	<p>Community Day School as an alternative to expulsion.</p> <p>Metric =</p> <p>Expulsion rates will decrease annually by 10% as measured by both the district's monthly expulsion reports data and California Department of Education's annual expulsion rate data.</p>	<p>Student Engagement, Other Student Outcomes, Course Access</p>
<p>Need Identified</p> <p>Reduce suspension rates for all students, especially for African American, Hispanic, English learner, Low Income, and Foster Youth students</p> <p>Metric used =</p> <p>Monthly suspension</p>		All students with special focus on African American, Hispanic, English Learner, Low Income and Foster Youth)	Middle and High schools	N/A in Year 1	<p>Need =</p> <p>The district will plan and design Opportunity Classes, for all Middle and High Schools, as an alternative to suspension.</p> <p>Metric =</p> <p>Opportunity classes at each Middle and High school will</p>	<p>Need =</p> <p>The district will implement Opportunity Classes, at all Middle and High Schools, as an alternative to suspension.</p> <p>Metric =</p> <p>Suspension rates will decrease annually by 10% as measured by both the district's monthly suspension reports data and</p>	<p>Need =</p> <p>The district will plan and design Opportunity Classes, at all Middle and High Schools, as an alternative to suspension.</p> <p>Metric =</p> <p>Suspension rates will decrease annually by 10% as measured by both the district's monthly suspension reports data and</p>	<p>School Climate</p> <p>AND</p> <p>Student Engagement, Other Student Outcomes, Course Access</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
reports generated at district level and annual California Department of Education suspension reports					be implemented by August 2015	California Department of Education's annual suspension rate data.	California Department of Education's annual suspension rate data.	
	GOAL #4 All actions and services in this plan will be implemented well. Systems of success and accountability will be identified, built and regularly monitored.							
Need identified All Teachers are appropriately Assigned and Fully Credentialed		All students	All schools	N/A in Year 1	Need = All students will have access to fully credentialed teachers who are placed appropriately	Need = All students will have access to fully credentialed teachers who are placed appropriately	Need = All students will have access to fully credentialed teachers who are placed appropriately	Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric used = NCLB annual report that shows all teachers are appropriately assigned and fully credentialed					Metric = 96% of K-12 teachers will be fully credentialed and placed appropriately	Metric = 97% of K-12 teachers will be fully credentialed and placed appropriately	Metric = 98% of K-12 teachers will be fully credentialed and placed appropriately	
Need Identified In order to provide proper oversight and accountability Educational Services will create a system to support all new and expanded services in this plan Metric used = Production of an oversight and accountability system to document and verify that all programs and services have been effectively		All students	All schools	N/A in Year 1	Need = To implement and provide oversight and accountability reports for all new programs and services in this plan Metric = Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan	Need = To implement and provide oversight and accountability reports for all new programs and services in this plan Metric = Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan	Need = To implement and provide oversight and accountability reports for all new programs and services in this plan Metric = Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan	Basic Services, Implementation of State Standards, Course Access, Parent Involvement, Student Engagement, Other Student Outcomes, Student Achievement, School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
implemented								
Need identified All sites will be maintained and serviced to established State and County standards Metric used = Annual Williams report that shows all sites are properly maintained and in good condition for teaching and learning		All students	All schools	N/A in Year 1	Need = All sites will be maintained and serviced to established State and County standards Metric = 100% of sites will meet their Williams maintenance audit targets	Need = All sites will be maintained and serviced to established State and County standards Metric = 100% of sites will meet their Williams maintenance audit targets	Need = All sites will be maintained and serviced to established State and County standards Metric = 100% of sites will meet their Williams maintenance audit targets	Basic Services

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?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL #1 All students will graduate from high school college/career ready.							
	Implementation of State Standards, Student Achievement (All State Standards will be implemented and available as required by each grade level and subject area)	Action/Service = All teachers will have access to and teach Curriculum Designed Units of Study in Math and ELA – Grades K through 12	All schools	N/A in Year 1	Action/Service = All teachers will have access to and teach Curriculum Designed Units of Study in Math and ELA – Grades K through 12 Anticipated Expenditure and Funding Source = \$318,138 LCFF – Note: this item also covers the training in an item below	Action/Service = All teachers will have access to and teach Math and ELA units from 2014-15 Anticipated Expenditure and Funding Source = \$318,138 LCFF – Note: this item also covers the training in an item below	Action/Service = All teachers will have access to and teach Units of Instruction in Math, ELA, Science and Social Science from 2015-16 Anticipated Expenditure and Funding Source = \$318,138 LCFF – Note: this item also covers the training in an item below

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
	Implementation of State Standards (All State Standards will be implemented and available as required by each grade level and subject area)	Action/Service = Teacher teams will begin construction on Science and Social Science Units, be trained on how to use them, and teach the units.	All schools	N/A in Year 1	Action/Service = Teacher teams will begin construction on Science and Social Science Units Anticipated Expenditure and Funding Source = \$191,812 LCFF	Action/Service = Rolling out in 2015-16 will be Curricular Designed Units of study (Phase 1 pilot) in Science and Social Science in grades 6-12 with added supports for English learners – Teachers will be trained on how to use and teach the units. These units will be taught to all students in the 2015-16 year. Anticipated Expenditure and Funding Source = \$191,812 LCFF	Action/Service = Phase 2 –complete roll out of Science and Social Science will take place with added supports for English learners present in all units – Teachers will be trained on how to use and teach the units. These units will be taught to all students in the 2016-17 year. Anticipated Expenditure and Funding Source = \$191,812 LCFF
	Implementation of State Standards (All State Standards will be implemented and available as required by each grade level and subject area)	Action/Service = Teacher teams will begin construction of units of Instruction in Math and ELA will be built with special differentiation for English learner students grades K-12 – teachers are trained on how to use and teach the units.	All schools	N/A in Year 1	Action/Service = Units of Instruction in Math and ELA will be built by teacher teams with special differentiation for English learner students grades K-12	Action/Service = Units of Instruction in Math and ELA will be rolled out to teachers via training with special differentiation for English learner students grades K-12. These units will	Action/Service = Units of Instruction in Math and ELA will be refined by teacher teams from staff feedback. Training will continue to have even more effective

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>be taught and used K-12 by all teachers.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>This item is contained in an item above</p>	<p>implementation.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>This item is contained in an item above</p>
	<p>Course Access</p> <p>(All students will have access to a broad path of course choices)</p>	<p>Action/Service =</p> <p>High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses</p> <p>Schools will audit and evaluate pipelines of access for more students to get into AP courses</p>	All schools	N/A in Year 1	<p>Action/Service =</p> <p>High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses</p> <p>Schools will audit and evaluate pipelines of access for more students to get into AP courses</p> <p>Anticipated Expenditure and</p>	<p>Action/Service =</p> <p>High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses</p> <p>Schools will audit and evaluate pipelines of access for more students to get into AP courses</p> <p>Anticipated Expenditure and</p>	<p>Action/Service =</p> <p>High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses</p> <p>Schools will audit and evaluate pipelines of access for more students to get into AP courses</p> <p>Anticipated Expenditure and</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source = \$83,000 LCFF	Funding Source = \$83,000 LCFF	Funding Source = \$83,000 LCFF
	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering)	All schools	N/A in Year 1	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering) Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$501,540 LCFF	Action/Service = Project Lead The Way will expand to include a grade 7, and course 2 at high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF	Action/Service = Project Lead The Way will expand to include a grade 4, 6, 8 and course 3 capstone at the high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF
	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools and Middle Schools will expand their day to add some zero period classes to provide more access to courses to more students	All schools	N/A in Year 1	Action/Service = High Schools and Middle Schools will expand their day to add some zero period classes to provide more	Action/Service = Zero period offerings will increase to add even more access to courses	Action/Service = Zero period offerings will increase to add even more access to courses

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
					access to courses to more students Anticipated Expenditure and Funding Source = \$380,000 LCFF	Anticipated Expenditure and Funding Source = \$380,000 LCFF	Anticipated Expenditure and Funding Source = \$380,000 LCFF
	Course Access, Other Student Outcomes, Student Achievement	Expand AVID in the Middle Schools and High Schools	Middle and High Schools	N/A in Year 1	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Anticipated Expenditure and Funding Source = \$225,000 LCFF	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Anticipated Expenditure and Funding Source = \$225,000 LCFF	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Anticipated Expenditure and Funding Source = \$225,000 LCFF
	Other Student Outcomes, Student Achievement	Provide Keyboarding programs to Elementary and Middle Schools	Elementary and Middle Schools	N/A in Year 1	Action/Service = Train teachers on use of the keyboarding programs Purchase program Anticipated	Action/Service = Train teachers on use of the keyboarding programs Maintain program Anticipated	Action/Service = Train teachers on use of the keyboarding programs Maintain program Anticipated

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
					Expenditure and Funding Source = \$22,000 LCFF	Expenditure and Funding Source = \$22,000 LCFF	Expenditure and Funding Source = \$22,000 LCFF
	Course Access	Maintain CTE Courses at High Schools	High Schools	N/A in Year 1	Action/Service = Support and maintain all existing CTE courses and pathways Anticipated Expenditure and Funding Source \$0	Action/Service = Support and maintain all existing CTE courses and pathways Anticipated Expenditure and Funding Source \$0	Action/Service = Support and maintain all existing CTE courses and pathways Anticipated Expenditure and Funding Source \$0
GOAL #2 All students will read at grade level or above. All English learners will acquire English proficiency in no more than 5 years.							
	Course Access, Student Achievement	Action/Service = Middle Schools will add Literacy programs to support students in Language Arts including increased support for English learners This will be done by adding Imagine Learning, Read 180, English 3D and System 44	Middle Schools	N/A in Year 1	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44

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>Train selected teachers on each program</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Imagine Learning = \$750,000 LCFF</p> <p>Read 180/System 44 = \$250,662 LCFF</p> <p>English 3D = \$50,000 LCFF</p>	<p>Train selected teachers on each program</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Imagine Learning = \$90,000 LCFF</p> <p>Read 180/System 44 = \$250,662 LCFF</p> <p>English 3D = \$10,000 LCFF</p>	<p>Train selected teachers on each program</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Imagine Learning = \$90,000 LCFF</p> <p>Read 180/System 44 = \$250,662 LCFF</p> <p>English 3D = \$10,000 LCFF</p>
	Course Access, Student Achievement	<p>Action/Service =</p> <p>Elementary Schools will add Literacy programs to support students in Language Arts including increased support for English learners</p> <p>This will be done by adding Imagine Learning and a pilot of Learning Reading Dynamics</p>	Elementary Schools	N/A in Year 1	<p>Action/Service =</p> <p>Purchase Imagine Learning for English learner literacy/reading support</p> <p>Purchase Reading Learning Dynamics for K-1 literacy/reading support as a pilot</p> <p>Train selected teachers on each program</p>	<p>Action/Service =</p> <p>Purchase Imagine Learning for English learner literacy/reading support</p> <p>Evaluate pilot of Learning Dynamics for K-1 literacy/reading support</p> <p>Train selected teachers on each program</p>	<p>Action/Service =</p> <p>Purchase Imagine Learning and English 3D for English learner literacy/reading support</p> <p>Evaluate pilot of Learning Dynamics for K-1 literacy/reading support</p> <p>Train selected teachers on each program</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Anticipated Expenditure and Funding Source = Imagine Learning = \$750,000 LCFF K-1 Learning Reading Dynamics = \$142,047 LCFF	Anticipated Expenditure and Funding Source = Imagine Learning = \$90,000 LCFF K-1 Learning Reading Dynamics = \$100,000 LCFF	Anticipated Expenditure and Funding Source = Imagine Learning = \$90,000 LCFF K-1 Learning Reading Dynamics = \$100,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.							
	School Climate, Student Achievement, Other Student Outcomes	Lower class size ratios K-3 Lower class size ratios 4-12	All schools	N/A Year 1	Hire and place approximately 50 teachers across all schools Anticipated Expenditure and Funding Source = K-3 Class Size = \$2,162,963 LCFF	Hire and place approximately 30 teachers across all schools Anticipated Expenditure and Funding Source = K-3 Class Size = \$1,200,000 LCFF	Hire and place approximately (TBD) teachers across all schools Anticipated Expenditure and Funding Source = K-3 Class Size = TBD LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					4-12 Class Size = \$1,778,437 LCFF	4-12 Class Size = \$900,000 LCFF	4-12 Class Size = TBD LCFF
	School Climate, Other Student Outcomes, Professional Development (local priority)	Increase site allocation for discretionary purchasing	All schools	N/A in Year 1	<p>Increase site allocation – distributed by formula to all sites</p> <p>Use money for class resources and materials</p> <p>Use money for teacher training and professional development</p> <p>Anticipated Expenditure and Funding Source = \$799,062 LCFF</p>	<p>Increase site allocation – distributed by formula to all sites</p> <p>Use money for class resources and materials</p> <p>Use money for teacher training and professional development</p> <p>Anticipated Expenditure and Funding Source = \$799,062 LCFF</p>	<p>Increase site allocation – distributed by formula to all sites</p> <p>Use money for class resources and materials</p> <p>Use money for teacher training and professional development</p> <p>Anticipated Expenditure and Funding Source = \$799,062 LCFF</p>
	School Climate, Student Engagement, Student Achievement, Course Access	Implement the BARR program at all 4 comprehensive High Schools	Comprehensive High Schools	N/A in Year 1	<p>Hire 2 District TOSA Coordinators for implementation support</p> <p>Hire 1 Site Coordinator, 1 Counselor, and 1 Therapist for each site (smaller allocation for Hamilton due to size)</p> <p>Train all 9th grade</p>	<p>Maintain staffing from previous year</p> <p>Continue training schedule through the year</p> <p>Conduct quality control implementation checks through the year</p>	<p>Maintain staffing from previous year</p> <p>Continue training schedule through the year</p> <p>Conduct quality control implementation checks through the year</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					teachers Conduct periodic trainings and quality control Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Anticipated Expenditure and Funding Source = \$2,162,963 LCFF
	School Climate, Student Engagement	Action/Service = Hire Elementary Counselors	Elementary schools	N/A in Year 1	Action/Service = 5 Elementary counselors will be hired to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions

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
					Anticipated Expenditure and Funding Source = \$412,552LCFF	Anticipated Expenditure and Funding Source = \$412,552LCFF	Anticipated Expenditure and Funding Source = \$412,552LCFF
	Student Engagement, School Climate	Increase athletics at the Middle Schools and High Schools	Middle and High Schools	N/A in Year 1	Stipends for coach positions at the middle schools Expand intramural sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Stipends for coach positions at the middle schools Expand intramural sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Stipends for coach positions at the middle schools Expand intramural sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF
	Student Engagement, School Climate	Increase music programs at the Middle Schools and High Schools	Middle and High Schools	N/A in Year 1	Expand instruments and equipment for existing and new bands Expand and hire 2 middle school choral positions Maintain existing sections and classes and recruit to	Expand elementary instrumental music and general music/choral Instruction. One instructor in instrumental and one instructor in general music/choral for two schools each.	Expand programs in outlying schools for parity. Reassess the quality of the program and make adjustments as needed

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
					expand number of participating students Expand instruction of instrumental music at the Elementary level. Bring parity to music education in the outlying schools with Choral Music Instruction Anticipated Expenditure and Funding Source = \$400,000 LCFF	Create Fall Choral Honor Ensemble program. Anticipated Expenditure and Funding Source = \$400,000 LCFF	 Anticipated Expenditure and Funding Source = \$400,000 LCFF
	Student Engagement, School Climate	Increase extracurricular clubs and programs at the Middle Schools and High Schools	Middle and High Schools	N/A in Year 1	Expand club offerings and equipment for existing and new clubs Provide extra duty pay possibilities for club advisors Provide start-up resources for new and innovative clubs Anticipated Expenditure and Funding Source =	Provide more resources to every club to recruit and have activities to connect students Provide training to club advisors on how to retain students Anticipated Expenditure and Funding Source =	Expand offerings so that there are enough choices to have every student belong to at least one club or activity on campus Anticipated Expenditure and Funding Source =

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
					\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)
	Student Engagement, School Climate	Provide 50/50 fund match plus covered transportation for all 5 th graders to attend camp	Elementary Schools	N/A in Year 1	Provide 50/50 fund match plus covered transportation for all 5 th graders to attend camp Anticipated Expenditure and Funding Source = \$150,000 LCFF	Provide 50/50 fund match plus covered transportation for all 5 th graders to attend camp Anticipated Expenditure and Funding Source = \$150,000 LCFF	Provide 50/50 fund match plus covered transportation for all 5 th graders to attend camp Anticipated Expenditure and Funding Source = \$150,000 LCFF
	Parent Involvement	Create Parent Surveys and Decision Making Input Tools Expand publicity and outreach to connect to more parents	All schools	N/A in Year 1	Action/Service = Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Create surveys and decision making input tools to use at	Action/Service = Continue to expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Expand and refine surveys and	Action/Service = Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district Expand and refine surveys and decision making

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>each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>
	Parent Involvement	<p>Action/Service =</p> <p>Develop and refine parent committees, including but not limited to PTA, ELAC, DELAC, SEPAC); Facilitate a variety of parent information/training nights (special needs, English language development, math, literacy, AVID, college preparation, post-secondary transition); Parent Engagement Leadership Institute (PELI) training; Action Teams for Partnership (ATP) training.</p>	Selected elementary, middle and high schools	N/A in Year 1	<p>Action/Service =</p> <p>Parents will be invited to participate in Parent Engagement Leadership Institute (PELI) and Action Team Partnership (ATP) training.</p> <p>Develop and host parent nights for College, Career, AVID and English as a Second Language as information nights</p>	<p>Action/Service =</p> <p>Parents will be invited to participate in Parent Engagement Leadership Institute (PELI) and Action Team Partnership (ATP) training.</p> <p>Host parent nights for College, Career, and AVID English as a Second Language as information nights</p>	<p>Action/Service =</p> <p>Parents will be invited to participate in Parent Engagement Leadership Institute (PELI) and Action Team Partnership (ATP) training.</p> <p>Host parent nights for College, Career, English as a Second Language as information nights</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)
	Student Engagement, Student Achievement, Course Access, Other Student Outcomes, School Climate	Coordinate, Train and Roll Out PBIS training district wide for behavior support Create an Opportunity class for all middle and high schools as a Tier 2 behavior intervention support Create, develop and open the HELP Community Day School as a Tier 3 support in lieu of most expulsions	All schools	N/A in Year 1	Action/Service = Build PBIS system in Year 1 with coordination in Special Education Dept. for existing services. Middle and high schools will plan and develop Opportunity Classes as an alternative to expulsion (to be implemented 2015-16). Train teachers that will be Opportunity teachers to prepare for opening. Plan for the development of	Action/Service = Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders. Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school. Continue training teachers to collaborate on best practices for	Action/Service = Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders. Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school. Sustain Community Day School to serve at risk students.

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>new school (to open 2015-16) to serve at risk students. Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$785,400 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>	<p>Opportunity.</p> <p>Open Community Day School to serve at risk students. Services to include: reduced class sizes, counselors, mental health services, project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$785,400 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>	<p>Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$785,400 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>
GOAL #4							
All actions and services in this							

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
plan will be implemented well. Systems of success and accountability will be identified, built and regularly monitored.							
	Basic Services	Create internal systems to monitor and ensure that only properly credentialed teachers are in every classroom.	All schools	N/A in Year 1	Action/Service = Teachers will be appropriately placed at the rate of 96%. Anticipated Expenditure and Funding Source = No cost to LCAP – use existing systems	Action/Service = Teachers will be appropriately placed at the rate of 97%. Anticipated Expenditure and Funding Source = No cost to LCAP – use existing systems	Action/Service = Teachers will be appropriately placed at the rate of 98%. Anticipated Expenditure and Funding Source = No cost to LCAP – use existing systems
	Basic Services, Implementation of State Standards, Course Access, Parent Involvement, Student Engagement, Other Student Outcomes, Student Achievement, School Climate	Provide Implementation and Oversight to all new and expanded programs and services listed in this LCAP plan	All schools	N/A in Year 1	Hire 2 Coordinators Hire 1 Admin Secretary I Reduce one Director position and reposition as a Coordinator Open a new office and pay for startup costs	Maintain all positions Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan	Maintain all positions Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan

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>Monthly, by grading period, and annually provide data reports to the Board for each program and service based on metrics listed in this plan</p> <p>Anticipated Expenditure and Funding Source = \$380,000 LCFF</p>	<p>Anticipated Expenditure and Funding Source = \$380,000 LCFF Funds</p>	<p>Anticipated Expenditure and Funding Source = \$380,000 LCFF Funds</p>
	Basic Services	<p>Provide Computer Upgrade and Replacements to Schools</p> <p>Provide increased site custodial services</p> <p>Provide increased Informational Technology Support Staff</p> <p>Increase Warehouse Support Staff – add one Asst. Storekeeper</p>	All schools	N/A in Year 1	<p>Replace and supply computers to sites based on their replacement schedule</p> <p>\$2,220,000 LCFF</p> <p>Hire 11.5 site custodians</p> <p>\$593,000 LCFF</p> <p>Hire 7 IT Support Techs</p> <p>\$456,956 LCFF</p> <p>Hire 1 Asst.</p>	<p>Replace and supply computers to sites based on their replacement schedule</p> <p>\$2,220,000 LCFF</p> <p>Maintain 11.5 site custodians</p> <p>\$593,000 LCFF</p> <p>Maintain 7 IT Support Techs</p> <p>\$456,956 LCFF</p> <p>Maintain 1 Asst.</p>	<p>Replace and supply computers to sites based on their replacement schedule</p> <p>\$2,220,000 LCFF</p> <p>Maintain 11.5 site custodians</p> <p>\$593,000 LCFF</p> <p>Maintain 7 IT Support Techs</p> <p>\$456,956 LCFF</p> <p>Maintain 1 Asst.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Warehouse Storekeeper \$63,550 LCFF	Warehouse Storekeeper \$63,550 LCFF	Warehouse Storekeeper \$63,550 LCFF

3B. 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
		For low income pupils:					
GOAL #1 All students will graduate from high school college/career ready.	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 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
GOAL #1 All students will graduate from high school college/career ready.	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering) (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering) Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$501,540 LCFF	Action/Service = Project Lead The Way will expand to include a grade 7, and course 2 at high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF	Action/Service = Project Lead The Way will expand to include a grade 4, 6, 8 and course 3 capstone at the high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF
GOAL #1 All students will graduate from high school college/career ready.	Course Access, Other Student Outcomes, Student Achievement	Expand AVID in the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and

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
					Funding Source = \$225,000 LCFF	Funding Source = \$225,000 LCFF	Funding Source = \$225,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	School Climate, Student Engagement, Student Achievement	Implement the BARR program at all 4 comprehensive High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Comprehensive High Schools	N/A in Year 1	Hire 2 District TOSA Coordinators for implementation support Hire 1 Site Coordinator, 1 Counselor, and 1 Therapist for each site (smaller allocation for Hamilton due to size) Train all 9 th grade teachers Conduct periodic trainings and quality control Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will	School Climate, Student Engagement	Action/Service = Hire Elementary Counselors (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading	Elementary schools	N/A in Year 1	Action/Service = 5 Elementary counselors will be hired to provide student support in areas focused on suspension prevention, decision	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension

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
have an inclusive culture featuring parent participation.		period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			<p>making skills, and good attendance habits</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source = \$412,552 LCFF</p>	<p>prevention, decision making skills, and good attendance habits</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source = \$412,552 LCFF</p>	<p>prevention, decision making skills, and good attendance habits</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source = \$412,552 LCFF</p>
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring</p>	Student Engagement, School Climate	Increase athletics at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall	Middle and High Schools	N/A in Year 1	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural sports at middle and high</p> <p>Use money to replace old and worn equipment and athletic use areas</p>	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural sports at middle and high</p> <p>Use money to replace old and worn equipment and athletic use areas</p>	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural sports at middle and high</p> <p>Use money to replace old and worn equipment and athletic use areas</p>

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
parent participation.		metric goal)			Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Anticipated Expenditure and Funding Source = \$1,000,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, School Climate, Course Access	Increase music programs at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Expand instruments and equipment for existing and new bands Expand and hire 2 middle school choral positions Maintain existing sections and classes and recruit to expand number of participating students Expand instruction of instrumental music at the Elementary level. Bring parity to music education in the outlying schools with Choral Music Instruction Anticipated Expenditure and Funding Source = \$400,000 LCFF	Expand elementary instrumental music and general music/choral Instruction. One instructor in instrumental and one instructor in general music/choral for two schools each. Create Fall Choral Honor Ensemble program. Anticipated Expenditure and Funding Source = \$400,000 LCFF	Expand programs in outlying schools for parity. Reassess the quality of the program and make adjustments as needed Anticipated Expenditure and Funding Source = \$400,000 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
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</p>	<p>Student Engagement, School Climate</p>	<p>Increase extracurricular clubs and programs at the Middle Schools and High Schools</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	<p>Middle and High Schools</p>	<p>N/A in Year 1</p>	<p>Expand club offerings and equipment for existing and new clubs</p> <p>Provide extra duty pay possibilities for club advisors</p> <p>Provide start-up resources for new and innovative clubs</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Provide more resources to every club to recruit and have activities to connect students</p> <p>Provide training to club advisors on how to retain students</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Expand offerings so that there are enough choices to have every student belong to at least one club or activity on campus</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring</p>	<p>Student Engagement, School Climate</p>	<p>Provide 50/50 fund match plus covered transportation for all 5th graders to attend camp</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program</p>	<p>Elementary Schools</p>	<p>N/A in Year 1</p>	<p>Provide 50/50 fund match plus covered transportation for all 5th graders to attend camp</p> <p>Anticipated Expenditure and Funding Source =</p>	<p>Provide 50/50 fund match plus covered transportation for all 5th graders to attend camp</p> <p>Anticipated Expenditure and Funding Source =</p>	<p>Provide 50/50 fund match plus covered transportation for all 5th graders to attend camp</p> <p>Anticipated Expenditure and Funding Source =</p>

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
parent participation.		progress of students, communication to parents, training for staff and progress toward overall metric goal)			\$150,000 LCFF	\$150,000 LCFF	\$150,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture	Parent Involvement	<p>Create Parent Surveys and Decision Making Input Tools</p> <p>Expand publicity and outreach to connect to more parents</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	All schools	N/A in Year 1	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Create surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Action/Service =</p> <p>Continue to expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>

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
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</p>	<p>Student Engagement, Student Achievement, Course Access, Other Student Outcomes</p>	<p>Coordinate, Train and Roll Out PBIS training district wide for behavior support</p> <p>Create an Opportunity class for all middle and high schools as a Tier 2 behavior intervention support</p> <p>Create, develop and open the HELP Community Day School as a Tier 3 support in lieu of most expulsions</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	<p>All schools</p>	<p>N/A in Year 1</p>	<p>Action/Service =</p> <p>Build PBIS system in Year 1 with coordination in Special Education Dept. for existing services.</p> <p>Middle and high schools will plan and develop Opportunity Classes as an alternative to expulsion (to be implemented 2015-16).</p> <p>Train teachers that will be Opportunity teachers to prepare for opening.</p> <p>Plan for the development of new school (to open 2015-16) to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p>	<p>Action/Service =</p> <p>Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders.</p> <p>Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school.</p> <p>Continue training teachers to collaborate on best practices for Opportunity.</p> <p>Open Community Day School to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, project-based learning program to increase student engagement.</p>	<p>Action/Service =</p> <p>Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders.</p> <p>Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school.</p> <p>Sustain Community Day School to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p>

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
					Anticipated Expenditure and Funding Source = Opportunity Classes = \$700,000 LCFF Options Schools Moving Costs = \$685,000 LCFF	Anticipated Expenditure and Funding Source = Opportunity Classes = \$700,000 LCFF Options Schools Moving Costs = \$685,000 LCFF	Anticipated Expenditure and Funding Source = Opportunity Classes = \$700,000 LCFF Options Schools Moving Costs = \$685,000 LCFF
		For English learners:					
GOAL #1 All students will graduate from high school college/career ready.	Implementation of State Standards (All State Standards will be implemented and available as required by each grade level and subject area)	Action/Service = Teacher teams will begin construction of units of Instruction in Math and ELA will be built with special differentiation for English learner students grades K-12 – teachers are trained on how to use and teach the units. (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor	All schools	N/A in Year 1	Action/Service = Units of Instruction in Math and ELA will be built by teacher teams with special differentiation for English learner students grades K-12 Anticipated Expenditure and Funding Source =	Action/Service = Units of Instruction in Math and ELA will be rolled out to teachers via training with special differentiation for English learner students grades K-12. These units will be taught and used K-12 by all teachers. Anticipated Expenditure and	Action/Service = Units of Instruction in Math and ELA will be refined by teacher teams from staff feedback. Training will continue to have even more effective implementation. Anticipated Expenditure and

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
		recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			\$318,138 LCFF – Note: this item also covers the training in an item below	Funding Source = \$318,138 LCFF – Note: this item also covers the training in an item below	Funding Source = \$318,138 LCFF – Note: this item also covers the training in an item below
GOAL #1 All students will graduate from high school college/career ready.	Implementation of State Standards (All State Standards will be implemented and available as required by each grade level and subject area)	Action/Service = Teacher teams will begin construction on Science and Social Science Units, be trained on how to use them, and teach the units. (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = Teacher teams will begin construction on Science and Social Science Units Anticipated Expenditure and Funding Source = \$191,812 LCFF	Action/Service = Rolling out in 2015-16 will be Curricular Designed Units of study (Phase 1 pilot) in Science and Social Science in grades 6-12 with added supports for English learners – Teachers will be trained on how to use and teach the units. These units will be taught to all students in the 2015-16 year. Anticipated Expenditure and Funding Source = \$191,812 LCFF	Action/Service = Phase 2 –complete roll out of Science and Social Science will take place with added supports for English learners present in all units – Teachers will be trained on how to use and teach the units. These units will be taught to all students in the 2016-17 year. Anticipated Expenditure and Funding Source = \$191,812 LCFF
GOAL #1 All students will graduate from high	Course Access (All students will have access to a broad path of course	Action/Service = High Schools will roll out the first course of Project Lead The Way	All schools	N/A in Year 1	Action/Service = High Schools will roll out the first course of Project Lead The	Action/Service = Project Lead The Way will expand to include a grade 7,	Action/Service = Project Lead The Way will expand to include a grade 4, 6,

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
school college/career ready.	choices)	(Engineering) (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			Way (Engineering) Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$501,540 LCFF	and course 2 at high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF	8 and course 3 capstone at the high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF
GOAL #2 All students will read at grade level or above. All English learners will acquire English proficiency in no more than 5 years	Course Access, Student Achievement	Action/Service = Middle Schools will add Literacy programs to support students in Language Arts including increased support for English learners This will be done by adding Imagine Learning, Read 180, English 3D and System 44 (specific actions to serve these students will include a district and school formative assessment measure collected at least	Middle Schools	N/A in Year 1	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44 Train selected teachers on each program Anticipated	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44 Train selected teachers on each program Anticipated Expenditure and	Action/Service = Purchase Imagine Learning and English 3D for English learner literacy/reading support Purchase expanded licenses for Read 180 and System 44 Train selected teachers on each program Anticipated

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
		every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			Expenditure and Funding Source = Imagine Learning = \$750,000 LCFF Read 180/System 44 = \$250,662 LCFF English 3D = \$50,000 LCFF	Funding Source = Imagine Learning = \$90,000 LCFF Read 180/System 44 = \$250,662 LCFF English 3D = \$10,000 LCFF	Expenditure and Funding Source = Imagine Learning = \$90,000 LCFF Read 180/System 44 = \$250,662 LCFF English 3D = \$10,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	School Climate, Student Engagement, Student Achievement	Implement the BARR program at all 4 comprehensive High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Comprehensive High Schools	N/A in Year 1	Hire 2 District TOSA Coordinators for implementation support Hire 1 Site Coordinator, 1 Counselor, and 1 Therapist for each site (smaller allocation for Hamilton due to size) Train all 9 th grade teachers Conduct periodic trainings and quality control Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 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
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</p>	School Climate	<p>Action/Service =</p> <p>Hire Elementary Counselors</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	Elementary schools	N/A in Year 1	<p>Action/Service =</p> <p>5 Elementary counselors will be hired to provide student support in areas focused on suspension prevention and decision making skills</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$412,552 LCFF</p>	<p>Action/Service =</p> <p>Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$412,552 LCFF</p>	<p>Action/Service =</p> <p>Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills</p> <p>Use the California Healthy Kids Survey to monitor trends of school climate and safety</p> <p>Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$412,552 LCFF</p>
<p>GOAL #3</p> <p>All schools will have a</p>	Student Engagement, School Climate	<p>Increase athletics at the Middle Schools and High Schools</p> <p>(specific actions to serve</p>	Middle and High Schools	N/A in Year 1	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural</p>	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural</p>	<p>Stipends for coach positions at the middle schools</p> <p>Expand intramural</p>

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
positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.		these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	sports at middle and high Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, School Climate	Increase music programs at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Expand instruments and equipment for existing and new bands Expand and hire 2 middle school choral positions Maintain existing sections and classes and recruit to expand number of participating students Expand instruction of instrumental music at the Elementary level. Bring parity to music education in the outlying schools with Choral	Expand elementary instrumental music and general music/choral Instruction. One instructor in instrumental and one instructor in general music/choral for two schools each. Create Fall Choral Honor Ensemble program.	Expand programs in outlying schools for parity. Reassess the quality of the program and make adjustments as needed

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
					Music Instruction Anticipated Expenditure and Funding Source = \$400,000 LCFF	Anticipated Expenditure and Funding Source = \$400,000 LCFF	Anticipated Expenditure and Funding Source = \$400,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, School Climate	Increase extracurricular clubs and programs at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Expand club offerings and equipment for existing and new clubs Provide extra duty pay possibilities for club advisors Provide start-up resources for new and innovative clubs Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Provide more resources to every club to recruit and have activities to connect students Provide training to club advisors on how to retain students Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Expand offerings so that there are enough choices to have every student belong to at least one club or activity on campus Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)
GOAL #3 All schools will have a	Parent Involvement	Create Parent Surveys and Decision Making Input Tools Expand publicity and	All schools	N/A in Year 1	Action/Service = Expand publicity and meeting opportunities to	Action/Service = Continue to expand publicity and meeting	Action/Service = Expand publicity and meeting opportunities to

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
positive, safe, and engaging climate. All schools will have an inclusive culture		<p>outreach to connect to more parents</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>			<p>allow parents the ability to provide input on the direction of schools and the district</p> <p>Create surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive	Student Engagement, Student Achievement, Course Access, Other Student Outcomes	<p>Coordinate, Train and Roll Out PBIS training district wide for behavior support</p> <p>Create an Opportunity class for all middle and high schools as a Tier 2 behavior intervention support</p>	All schools	N/A in Year 1	<p>Action/Service =</p> <p>Build PBIS system in Year 1 with coordination in Special Education Dept. for existing services.</p> <p>Middle and high schools will plan</p>	<p>Action/Service =</p> <p>Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated</p>	<p>Action/Service =</p> <p>Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring</p>

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
culture featuring parent participation.		<p>Create, develop and open the HELP Community Day School as a Tier 3 support in lieu of most expulsions</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>			<p>and develop Opportunity Classes as an alternative to expulsion (to be implemented 2015-16).</p> <p>Train teachers that will be Opportunity teachers to prepare for opening.</p> <p>Plan for the development of new school (to open 2015-16) to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source = Opportunity Classes = \$700,000 LCFF</p>	<p>Student Monitoring for all 9th graders.</p> <p>Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school.</p> <p>Continue training teachers to collaborate on best practices for Opportunity.</p> <p>Open Community Day School to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source = Opportunity Classes = \$700,000 LCFF</p>	<p>for all 9th graders.</p> <p>Middle and high schools will offer Opportunity Classes as an alternative to dropping out of school.</p> <p>Sustain Community Day School to serve at risk students.</p> <p>Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source = Opportunity Classes</p>

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
					Options Schools Moving Costs = \$685,000 LCFF	Options Schools Moving Costs = \$685,000 LCFF	= \$700,000 LCFF Options Schools Moving Costs = \$685,000 LCFF
		For foster youth:					
GOAL #1 All students will graduate from high school college/career ready.	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 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
GOAL #1 All students will graduate from high school college/career ready.	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering) (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = High Schools will roll out the first course of Project Lead The Way (Engineering) Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$501,540 LCFF	Action/Service = Project Lead The Way will expand to include a grade 7, and course 2 at high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF	Action/Service = Project Lead The Way will expand to include a grade 4, 6, 8 and course 3 capstone at the high school engineering class Teachers will be trained to teach PLTW Rooms will be equipped to teach PLTW Anticipated Expenditure and Funding Source = \$750,000 LCFF
GOAL #1 All students will graduate from high school college/career ready.	Course Access, Other Student Outcomes, Student Achievement	Expand AVID in the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents,	Middle and High Schools	N/A in Year 1	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections

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
		training for staff and progress toward overall metric goal)			Anticipated Expenditure and Funding Source = \$225,000 LCFF	Anticipated Expenditure and Funding Source = \$225,000 LCFF	Anticipated Expenditure and Funding Source = \$225,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	School Climate, Student Engagement, Student Achievement	Implement the BARR program at all 4 comprehensive High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Comprehensive High Schools	N/A in Year 1	Hire 2 District TOSA Coordinators for implementation support Hire 1 Site Coordinator, 1 Counselor, and 1 Therapist for each site (smaller allocation for Hamilton due to size) Train all 9 th grade teachers Conduct periodic trainings and quality control Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 LCFF	Maintain staffing from previous year Continue training schedule through the year Conduct quality control implementation checks through the year Anticipated Expenditure and Funding Source = \$2,162,963 LCFF
GOAL #3 All schools will have a positive, safe, and engaging	Student Engagement, School Climate	Increase athletics at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment	Middle and High Schools	N/A in Year 1	Stipends for coach positions at the middle schools Expand intramural sports at middle and high	Stipends for coach positions at the middle schools Expand intramural sports at middle and high	Stipends for coach positions at the middle schools Expand intramural sports at middle and high

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
climate. All schools will have an inclusive culture featuring parent participation.		measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF	Use money to replace old and worn equipment and athletic use areas Anticipated Expenditure and Funding Source = \$1,000,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, School Climate	Increase music programs at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Expand instruments and equipment for existing and new bands Expand and hire 2 middle school choral positions Maintain existing sections and classes and recruit to expand number of participating students Expand instruction of instrumental music at the Elementary level. Bring parity to music education in the outlying schools with Choral Music Instruction	Expand elementary instrumental music and general music/choral Instruction. One instructor in instrumental and one instructor in general music/choral for two schools each. Create Fall Choral Honor Ensemble program. Anticipated Expenditure and	Expand programs in outlying schools for parity. Reassess the quality of the program and make adjustments as needed

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
					Anticipated Expenditure and Funding Source = \$400,000 LCFF	Funding Source = \$400,000 LCFF	Anticipated Expenditure and Funding Source = \$400,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	School Climate	Action/Service = Hire Elementary Counselors (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Elementary schools	N/A in Year 1	Action/Service = 5 Elementary counselors will be hired to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions Anticipated Expenditure and Funding Source = \$412,552 LCFF	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions Anticipated Expenditure and Funding Source = \$412,552 LCFF	Action/Service = Possibility of expanding counseling to provide student support in areas focused on suspension prevention and decision making skills Use the California Healthy Kids Survey to monitor trends of school climate and safety Use in-district surveys to periodically survey stakeholders on climate, safety and suggested directions Anticipated Expenditure and Funding Source = \$412,552 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
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</p>	<p>Student Engagement, School Climate</p>	<p>Increase extracurricular clubs and programs at the Middle Schools and High Schools</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	<p>Middle and High Schools</p>	<p>N/A in Year 1</p>	<p>Expand club offerings and equipment for existing and new clubs</p> <p>Provide extra duty pay possibilities for club advisors</p> <p>Provide start-up resources for new and innovative clubs</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Provide more resources to every club to recruit and have activities to connect students</p> <p>Provide training to club advisors on how to retain students</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Expand offerings so that there are enough choices to have every student belong to at least one club or activity on campus</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive</p>	<p>Parent Involvement</p>	<p>Create Parent Surveys and Decision Making Input Tools</p> <p>Expand publicity and outreach to connect to more parents</p> <p>(specific actions to serve these students will include a district and school formative assessment</p>	<p>All schools</p>	<p>N/A in Year 1</p>	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p>	<p>Action/Service =</p> <p>Continue to expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p>	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p>

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
culture		measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			Create surveys and decision making input tools to use at each school and the district to allow more "voices" into the process Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Expand and refine surveys and decision making input tools to use at each school and the district to allow more "voices" into the process Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Expand and refine surveys and decision making input tools to use at each school and the district to allow more "voices" into the process Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, Student Achievement, Course Access, Other Student Outcomes	Coordinate, Train and Roll Out PBIS training district wide for behavior support Create an Opportunity class for all middle and high schools as a Tier 2 behavior intervention support Create, develop and open the HELP Community Day School as a Tier 3 support in lieu of most expulsions	All schools	N/A in Year 1	Action/Service = Build PBIS system in Year 1 with coordination in Special Education Dept. for existing services. Middle and high schools will plan and develop Opportunity Classes as an alternative to expulsion (to be implemented 2015-16).	Action/Service = Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders. Middle and high schools will offer Opportunity Classes as an alternative to	Action/Service = Increased Counseling, Teacher Team Support, Block Meetings, Student Support Groups, Group Therapy Sessions with MFT, and Coordinated Student Monitoring for all 9th graders. Middle and high schools will offer Opportunity Classes

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
		(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)			<p>Train teachers that will be Opportunity teachers to prepare for opening.</p> <p>Plan for the development of new school (to open 2015-16) to serve at risk students. Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$700,000 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>	<p>dropping out of school.</p> <p>Continue training teachers to collaborate on best practices for Opportunity.</p> <p>Open Community Day School to serve at risk students. Services to include: reduced class sizes, counselors, mental health services, project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$700,000 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>	<p>as an alternative to dropping out of school.</p> <p>Sustain Community Day School to serve at risk students. Services to include: reduced class sizes, counselors, mental health services, and a project-based learning program to increase student engagement.</p> <p>Anticipated Expenditure and Funding Source =</p> <p>Opportunity Classes = \$700,000 LCFF</p> <p>Options Schools Moving Costs = \$685,000 LCFF</p>

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
		For redesignated fluent English proficient pupils:					
GOAL #1 All students will graduate from high school college/career ready.	Course Access (All students will have access to a broad path of course choices)	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	All schools	N/A in Year 1	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 LCFF	Action/Service = High Schools (Hemet, West Valley, Tahquitz) will be trained and implement Equal Opportunity Schools to increase the number of underrepresented students taking and passing AP courses Schools will audit and evaluate pipelines of access for more students to get into AP courses Anticipated Expenditure and Funding Source = \$83,000 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
GOAL #1 All students will graduate from high school college/career ready.	Course Access, Other Student Outcomes, Student Achievement	Expand AVID in the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and Funding Source = \$225,000 LCFF	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and Funding Source = \$225,000 LCFF	Action/Service = Send teacher teams from all MS and HS to Summer training Expand number of AVID tutors Expand number of AVID Sections Anticipated Expenditure and Funding Source = \$225,000 LCFF
GOAL #3 All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.	Student Engagement, School Climate	Increase extracurricular clubs and programs at the Middle Schools and High Schools (specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)	Middle and High Schools	N/A in Year 1	Expand club offerings and equipment for existing and new clubs Provide extra duty pay possibilities for club advisors Provide start-up resources for new and innovative clubs Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget)	Provide more resources to every club to recruit and have activities to connect students Provide training to club advisors on how to retain students Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined budget amount with Parent	Expand offerings so that there are enough choices to have every student belong to at least one club or activity on campus Anticipated Expenditure and Funding Source = \$130,198 LCFF (combined 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
					amount with Parent Nights, Parent Engagement and Extracurricular Clubs)	Nights, Parent Engagement and Extracurricular Clubs)	amount with Parent Nights, Parent Engagement and Extracurricular Clubs)
<p>GOAL #3</p> <p>All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture</p>	Parent Involvement	<p>Create Parent Surveys and Decision Making Input Tools</p> <p>Expand publicity and outreach to connect to more parents</p> <p>(specific actions to serve these students will include a district and school formative assessment measure collected at least every 6-week grading period to monitor recruitment into program progress of students, communication to parents, training for staff and progress toward overall metric goal)</p>	All schools	N/A in Year 1	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Create surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Action/Service =</p> <p>Continue to expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>	<p>Action/Service =</p> <p>Expand publicity and meeting opportunities to allow parents the ability to provide input on the direction of schools and the district</p> <p>Expand and refine surveys and decision making input tools to use at each school and the district to allow more “voices” into the process</p> <p>Anticipated Expenditure and Funding Source =</p> <p>\$130,198 LCFF (combined budget amount with Parent Nights, Parent Engagement and Extracurricular Clubs)</p>

3C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In the 2013-2014, year the LEA has provided services in an amount equal to or exceeding the EIA allocation of \$2,278,261 for the 2012-2013, school year. For the LCAP year 2014-15, the LEA projects an allocation for supplemental/concentration funds at \$14,631,278. This would indicate a need to increase services provided to Low Income, English Learners, Foster Youth and pupils Re-designated as Fluent English Proficient (RFEP), by 10.77% The LEA's district-wide average of 82% unduplicated population allows the district to designate most of the activities as district-wide efforts. Professional development will be provided for certificated staff for common core implementation specifically including instructional strategies of English Learners, Foster Youth, Low Income and RFEP students; programs to support at-risk students will be implemented at all high schools (BARR and Project Lead the Way); the AVID program will be expanded to include all middle and high schools; bilingual liaisons will be hired and placed at all schools to increase parent/student engagement; a Community Day School will be re-opened to support all students that are credit deficient, in danger of not graduating, and that lack a social/emotional connection to school; extended school days (zero or 7th periods) will be implemented at all high schools to allow students access to CTE courses and other previously inaccessible courses. Imagine Learning, and English 3D, both English Learner reading/writing support programs, will be implemented at all elementary, middle, and high schools. Although not a complete list of programs/services to be implemented in the first LCAP year, these programs, in addition to the base action/services, will support Hemet USD in meeting each of the eight state priorities.

3D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The increased/improved services described in section C for the Low Income, English Learners and Foster Youth students in our LEA are calculated to meet the Supplemental and Concentration Grant Funding allotment of \$12,300,000 in year one of LCAP implementation. This increase reflects a minimum Proportionality Percentage of 10.77%. This percentage amount will be dedicated to increase/improve services to unduplicated students over services provided for all students in the LCAP year. Qualitatively HUSD will examine each program and service provided to meet this section and provide an analysis of effectiveness. HUSD will base this analysis on the Implementation Drivers found in the addendum document.

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.