

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

Introduction:

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 LCAP Year:2014-2017

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

Community Engagement

From March through May 2014, DUSD gathered input from over 670 stakeholders who provided input at school sites, the District Office and through an online survey. Stakeholders included parents, students, principals, teachers, staff and community members. The meetings were specifically designed to gather feedback from stakeholders on the state’s eight priority areas.

Stakeholder Input – Summary

Input Gathering Methods	Students	Staff	Parents/Families	Total Participation
Community Conversations at school sites	187	181	99	467
On Line Survey	English		Spanish	Total Participation
	111		94	205
Total # of participants who provided input				672

Stakeholder Input – Site Specific

Anderson Elementary			Tremont Elementary		
Input Source	Meeting Date	Participants	Input Source	Meeting Date	Participants
ELAC	03.25.14	13	Parent Coffee	04.25.14	13
School Site Council	04.14.14	10	Staff	05.12.14	25
Staff	04.16.14	21			
Total		34	Total		38

Key Themes from the LCAP Input gathering

The purpose of the information-gathering step for the LCAP planning is two-fold: first to engage the community in the effort, to involve them in thinking about what is important for the school District and its students, and secondly, to use this input to inform the Goals and allocation of resources.

What we learned from Students, Staff and Parents

Key Themes - Student Input

Students overwhelmingly stated that they believe that highly skilled teachers who support their education are the single most important thing that would help them achieve success. (Goal 4). They requested friendly, helpful, understanding, positive, energetic and engaging teachers, who make sure they understand directions and content, who are available to help at lunch and after school, and who can provide tutoring. They want both incentives to do well and hands-on, project-based learning. To enhance their learning, they want more library access combined with tutoring and a study period, less emphasis on testing, and more accelerated classes and foreign language courses. A few students requested more agriculture classes, as career planning on a local level (Goal 1).

The second most frequently mentioned need concerned having a positive and safe environment (Goal 3). Covered in this area was the gamut of environmental influences, ranging from the social to the physical. Within the social environment, students were eager to have spirit rallies and activities, groups, clubs, teams, and dances, along with anti-bullying campaigns. They also requested healthy food, and stronger drug abuse policies. In terms of the physical environment, they asked for facilities upgrades—with new chairs, desks and water fountains as well as murals, along with cleaner campuses. Technology (Goal 6) was identified by some students (“We should get laptops!! Or we should rent them and then have the option to buy them when we are seniors!”)

To enhance parent and community involvement (Goal 5), many students recommended social events, parent conferences, fundraisers and promotion/outreach activities such as calls home, newsletters, parents vs. student games, college information nights

“I feel that the environment on campus has and plays a huge role in uniting a community and a school. Admin and teachers should acknowledge their students and know when their class is struggling. Make it a point to help along with student motivation and a happy environment.” - DUSD Student

Gretchen Higgins Elementary			C.A. Jacobs Middle School		
Input Source	Meeting Date	Participants	Input Source	Meeting Date	Participants
ELAC	02.10.14 –03.10.14	19	ELAC	04.24.14	19
Site Council	03.10.14	10	Site Council	03.24.14	8
Staff	03.24.14	28	Staff	03.19.14	24
Total		57	Total		51

Maine Prairie High School			Dixon High School		
Input Source	Meeting Date	Participants	Input Source	Meeting Date	Participants
ELAC	03. 27.14	10	ELAC	05.29.14	3
Staff	03.25.14	10	Staff	03.17.14	43
Students	05.21.14	26	Staff	03.25.14	7
			Students	05.21.14	161
Total		46	Total		214

Dixon Unified School District		
Input Source	Meeting Date	Meeting Participants
DELAC	March 19, 2014	7
District Office Staff	April 25, 2014	23
Total		30

Local Control Accountability Plan Advisory Committee

and parent shadow days. (“Dixon and the high school should be more connected as a whole.”)

Key Themes - Parents and Families Input

All parents, including those of all significant subgroups (African-Americans, Hispanic/Latinos, Socio-economically Disadvantaged, English Learners, and Students with Disabilities) received written and telephone invitations to provide input on the LCAP through the survey and participated in any or all of the site and District level meetings. In particular surveys were made available to parents at all three elementary sites and CA Jacobs at parent conferences. Each site held an ELAC meeting specifically to gain parent input and a DELAC meeting took place for the same purpose. The LCAP Advisory Committee included six parents, three of whom were the parent of a child who is an EL and/or on free or reduced lunch. One parent of a Foster Youth was also included in the committee.

To reach student achievement (Goals 1 and 2), parents identified the need for more funding for professional development (Goal 4) in general and in regards to the Common Core standards in particular (Goal 2). (“Staff being bought in and prepared to do the work that is required is very important. “) They also recommended hiring an instructional coach to support teachers, and an At-Risk Intervention Coordinator to support English Learners and work with bilingual aides. Comments from parents in the survey reflected concern across the spectrum that students were not being challenged or assisted appropriately. Some parents expressed concern that struggling students do not receive enough attention while others noted that high achievers are not pushed enough, because they do not receive attention either. Still others perceived that the students achieving below grade level and above grade level receive attention, while students in the ‘middle’ are ignored. Some parents also requested the reinstatement of the Special Day Class. Overall, groups recommended tracking or grouping that gives students the unique support they need.

Parents identified a number of issues that speak to the technology divide (Goal 6) as well as the income divide. Because many families in the District do not have computers at home, parents recommended that the District provide support families to help their children prepare for the new state test and Common Core. The District was also encouraged to address other technology gaps that occur because education increasingly depends on access to technology. Parents also stated a need for more vocational classes along with certification programs to help students qualify to work in technical fields.

Parents expressed concern about English Language Development classes in discussions of almost every Goal. They asked for sequential achievement path in ELD classes. Some asked for more teachers in

The DUSD Superintendent and the Board of Education convened an ad hoc committee to assist the District in ensuring the meaningful engagement of parents, students, and other stakeholders in the development of the first Local Control and Accountability Plan (LCAP). The committee synthesized the information from the site meetings and recommended priorities for the LCAP/Strategic Plan for Board consideration.

Appendix II: LCAP Advisory Committee

Member	Representing
Adriane Laughter	Principal – Tremont Elementary
Brian Dolan	Superintendent
Cecile Nunley	Chief Business Officer
Chris Payne	DHS Parent Rep
Gary Capito	Computer Tech
Guy Garcia	President – Board of Education
Holly Purcell	Tremont Parent Rep
Juan Landeros	Student – Maine Prairie Continuation High School
Larry Simmons	Community Member
Laura Anderson	Senior Account Clerk – SEIU Rep
Marcus Tanaka	Teacher – Dixon High School, DTA Rep
Marie Wright	Anderson Parent Rep
Melissa Maseda	Gretchen Higgins Parent Rep
Mike Ceremello	Community Member
Nick Girimonte	Principal – DHS
Nikki Torres	DHS Student Rep
Paula Weinberg	Foster Youth Rep
Peggy Harte	Teacher – Tremont Elementary, DTA Rep
Perla Torres	Maine Prairie / C.A. Jacobs Parent Rep
Stephanie Arias	District Office Secretary –SEIU Rep
Susan Girimonte	Curriculum Director – District Office
Susana Perez	Community Member
Tanya LaBass	Teacher, Special Assignment –DTA Rep

LCAP Facilitator: Babs Kavanaugh, LCAP Coordinator: Cicely Bernhardt

ELD, and bilingual tutors or aides to help EL students in science and math classes, as well as after school and during interventions in core classes, minimizing pull-outs. Many parents acknowledged that their EL children District-wide have received the help they needed.

Across the District parents requested help in their involvement with school (Goal 5), and the reinstatement of District-wide bilingual parent liaisons, as well as translators. Some parents requested calls to make them aware of meetings while others recommended speakers on topics important to parents, such as immigration, school/ community resources, and college.

Parents identified the need for a safe and positive environment (Goal 3), with the inclusion of anti-bullying education for students and parents, enrichment programs, especially sports programs beyond football. There is also a concern about the cleanliness of the facilities: “Our janitorial staff is so bare bones that bathrooms are not cleaned properly, classrooms only have garbage emptied and vacuumed. Our sinks are not cleaned, our counters, desks, tables are dusty and dirty. Our boards are not cleaned.”

“First and foremost students need to learn, and when they feel safe and connected that happens more easily.” – DUSD Parent

Key Themes - DUSD Administration, Teachers and Staff Input

Hiring, training, and retaining high quality teaching staff (Goal 4) was important across the District, as was hiring librarians, instructional coaches and staff for enrichment classes and activities. Professional development was identified throughout staff responses; including topics such as, implementation of Common Core Standards, ELD, anti-bullying, classroom management, and technology. Staff also noted that professional development timing and scheduling should have as small a “footprint” as possible, reducing teacher time out of the classroom. Concerns about pink slips, competitive salaries, and training time were also raised.

Ensuring that all students have access to a well-rounded curriculum (Goal 1) was a major concern of staff throughout the District, as was how best to engage students in learning (Goal 2). Enrichment was a widely identified need ranging from arts and music, health education, sports, accelerated classes, to spirit events. Balancing college readiness (“creating a college-going culture”) and vocational training, AP and accelerated classes with making sure everyone succeeds was identified as a challenge that should be addressed. Some people were in favor of tracking, at least in the upper grades, while others were vehemently opposed. Maintaining class size reduction also came up throughout the District. Concerns about serving English Learners came up repeatedly: more classes, consistency in year round teaching, new

The LCAP Advisory Committee met on four occasions to review the input from all stakeholders, develop the Goals for the LCAP, and establish priority areas for the Actions and Services portion of the plan.

The Superintendent provided the Governing Board and public three updates on the development of the LCAP at regularly scheduled Governing Board meetings. The Governing Board also held a Study Session with the LCAP Advisory Committee on May 27, 2014 in which the input process, Goals, and priority areas for actions and services were reviewed.

materials, and standards integrated into regular curriculum, etc.

Some staff expressed concern about lack of support for EL students after they pass the CELDT, whereas others were concerned about ELD in high school. Concern about the Common Core Standards ran high; how best to provide math education, whether to accept federally initiated curriculum, high stakes testing, AP testing, over assessing students, etc.

Technology (Goal 6), especially such items as computers (or tablets) for each student, replacement of old technology, investment in LCD projectors, greater integration of technology with content, as well as training in use of scholarly databases, were also identified by staff across the District.

Communication with and involvement with parents (Goal 5) was also addressed by staff. They suggested a number of creative ways to encourage participation by parents and help involve them in their children's education, such as, offering incentives, providing them with a list of potential volunteer opportunities, home visits, newsletters, positive phone calls, and offering parenting classes.

Concerns about a safe and positive environment (Goal 3) were varied. Improving student attendance was a concern on several campuses. Strategies suggested to address these concerns included, becoming more strict, contacting parents, and additional staffing. Independent study was also a commonly cited issue connected to attendance and behavior. Counseling for students, whether for behavior issues, academic issues, anti-bullying training, or social/ emotional issues was brought up across the District. The impact that physical facilities have on learning environment takes place was a key issue throughout the District, with high concern about maintenance and repairs.

The District conducted the required Public Hearing on the LCAP on June 17, 2014 at which the plan was reviewed in its entirety.

Adoption of the LCAP and District Budget occurred on June 26, 2014.

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: All students do not have access to all components of the District's courses of study.</p> <p>Metrics: Master schedules/ instructional schedules; appropriate courses and staffing; appropriate instructional materials, including supplementary items.</p>	<p>Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities</p>	All Students	All Schools	September December March June	<p>→Modified master/instructional schedules →Additional Intervention teachers & classes →Additional Support classes →Improved access to technology →Appropriate core & supplemental materials →Establishment of baseline data regarding the metrics identified in Column 1.</p>	<p>→Continued implementation of Year 1 efforts →Increased VAPA, CTE, and STEM opportunities →Other differences/ improvements will result from the annual review and revision of the LCAP</p>	<p>→Continued implementation of Year 1 & 2 efforts →Other differences/ improvements will result from the annual review and revision of the LCAP</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Course Access ◆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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: More than half of all students fail to show proficiency in state & local assessments, with significantly lower performance among students in the unduplicated count.</p> <p>Metrics: Full range of assessment data including formative, benchmark, and all state mandated assessments; classroom grades, reclassification rates of ELs.</p>	<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	All Students	All Schools	September December March June	→Professional development →Implementation of Instructional Coaching model, →Enhanced Intervention programs, →Integration of technology, and →Reduced class sizes will result in improved academic performance for all students	→Continued implementation of Year 1 efforts →Accelerated or enhanced program options →Other differences/improvements will result from the annual review and revision of the LCAP	→Continued implementation of Year 1 & 2 efforts →Other differences/improvements will result from the annual review and revision of the LCAP	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: Student engagement connectedness and positive behaviors are lower than desirable. The physical environment is in need of additional attention and resources.</p> <p>Metrics: ♦Attendance rates, suspension & expulsion rates ♦Survey data ♦Drop out/graduation rates ♦Facility Inspection Tool</p>	<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	All Subgroups	All Schools	October January April June	<ul style="list-style-type: none"> ♦Positive Behavior Support & Intervention systems at all sites ♦Restorative Justice approach ♦Anti-Bullying programs ♦Clean, well-maintained facilities ♦Improved access to technology ♦Reduced rates of suspensions & expulsions ♦Improved attendance rates ♦General Obligation Bond study program to create a plan and pursue funding for facilities improvements which will provide improved learning environments 	<p>→Continued implementation of Year 1 efforts</p> <p>→Additional counseling services</p> <p>→Improved Academic performance</p> <p>→Other differences/improvements will result from the annual review and revision of the LCAP</p>	<p>→Continued implementation of Year 1 & 2 efforts</p> <p>→Other differences/improvements will result from the annual review and revision of the LCAP</p>	<ul style="list-style-type: none"> ♦Other Student Outcomes ♦Student Engagement ♦School Climate ♦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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: A well-trained, high quality staff is essential for the District to be able to implement services that will effectively support student learning.</p> <p>Metrics:</p> <ul style="list-style-type: none"> ◆ Highly Qualified Status ◆ Professional Growth plan implementation ◆ Completion of employee evaluations ◆ Compensation comparability ◆ BTSA completion ◆ Outcome data from instructional coaching program ◆ Survey data 	<p>Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals</p>	All Subgroups	All Schools	October January April June	<ul style="list-style-type: none"> ◆ Professional Development and instructional coaching for staff ◆ Support, monitoring, and feedback for staff on PD implementation ◆ Opportunities for student input on their learning experiences ◆ Continue partnership with yolo-Solano BTSA induction program ◆ Students will benefit from better trained and supported classroom teachers 	→Continued implementation of Year 1 efforts →Other differences/improvements will result from the annual review and revision of the LCAP	→Continued implementation of Year 1 & 2 efforts →Other differences/improvements will result from the annual review and revision of the LCAP	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access ◆ 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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: All students benefit from high levels of participation and support from their parents and community. Many parents and guardians are not fully involved in and/or knowledgeable about of their child's learning and social growth.</p> <p>Metrics: ♦Survey data ♦Parent participation in school/District activities ♦Community and business participation in school/District activities ♦Documentation of parent/community/business outreach efforts</p>	<p>Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students</p>	All Subgroups	All Schools	November February May June	<ul style="list-style-type: none"> ♦More school to home communication & outreach ♦Support from parent liaisons ♦Establishment of parent advisory committee ♦Greater parent and community presence on campuses ♦Students will benefit from increased cooperation between parents and the District which will raise expectations and accountability for learning. 	<p>→Continued implementation of Year 1 efforts →Improved academic performance →Parent education programs →Other differences/improvements will result from the annual review and revision of the LCAP</p>	<p>→Continued implementation of Year 1 & 2 efforts →Other differences/improvements will result from the annual review and revision of the LCAP</p>	<ul style="list-style-type: none"> ♦Other Student Outcomes ♦Parent Involvement ♦Student Engagement ♦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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Needs: Students and teachers lack the necessary technology and associated skills to ensure learning is occurring at the highest levels possible.</p> <p>Metrics: ♦ Survey data ♦ Training & user data from ITS department ♦ Full range of assessment data including formative, benchmark, and all state mandated assessments; classroom grades, reclassification rates of EL's</p>	<p>Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens</p>	All Subgroups	All Schools	November February May June	<ul style="list-style-type: none"> ♦ Identification of essential skills for students and teachers ♦ Professional development in use of technology to improve student learning ♦ Improved access to hardware and software ♦ Readiness for SBAC testing 	<p>→ Continued implementation of Year 1 efforts</p> <p>→ Support positions for educational technology</p> <p>→ Additional course offerings in technology</p> <p>→ Other differences/improvements will result from the annual review and revision of the LCAP</p>	<p>→ Continued implementation of Year 1 & 2 efforts</p> <p>→ Other differences/improvements will result from the annual review and revision of the LCAP</p>	<ul style="list-style-type: none"> ♦ Student Achievement ♦ Common Core Implementation ♦ Other Student Outcomes ♦ Student Engagement ♦ Basic Services ♦ Course Access

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all Goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Course Access ◆Basic Services 	Dixon High will operate an after-school tutoring program known as The Learning Center three days per week.	<ul style="list-style-type: none"> ◆Dixon High School 	<ul style="list-style-type: none"> ◆April 	<ul style="list-style-type: none"> ◆A .25 FTE position will oversee the operation of The Learning Center three days per week to provide students after-school access to tutoring support. 	<ul style="list-style-type: none"> ◆Continued support through The Learning Center. 	<ul style="list-style-type: none"> ◆Continued support through The Learning Center.
					\$14,000 Supplemental grant	\$14,000 Supplemental grant	\$14,000 Supplemental grant

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Course Access ◆Basic Services 	<p>The College Advancement Program (CAP) shall be supported by a coordinator (with additional duties for other programs) to maximize student access and participation in Solano Community College classes offered on the Dixon High School campus.</p>	◆9-12	◆April	<p>◆A position with multiple program responsibilities shall oversee the CAP program, including the Special Admissions process. Participation and completion rate and learning data shall be monitored to determine effectiveness.</p>	<p>◆Continued support through CAP Coordinator.</p>	<p>◆Continued support through CAP Coordinator.</p>
					<p>This position is subject to negotiations and will not be finalized as to FTE and cost until that process is completed. The position will be funded through base revenue. The District has proposed an initial staffing level of .6 FTE From Base Funding in the amount of \$24,000 to \$37,500</p>	<p>See note in Year 1 Staffing level will be reviewed to determine if agreed upon FTE is adequate. From Base Funding in the amount of \$24,000 to \$37,500</p>	<p>See note in Year 1 Staffing level will be reviewed to determine if agreed upon FTE is adequate. From Base Funding in the amount of \$24,000 to \$37,500</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Course Access ◆Basic Services 	<p>The District shall form a Task Force to study access to STEM, VAPA, and CTE courses of study for all students.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆A K-12 Task Force will be formed to quantify student access to STEM, VAPA, and CTE courses of study by February 15, 2015. ◆The Task Force shall report to the Board on its findings prior to June 2015. ◆The Board shall consider implementation of recommendations through the LCAP revision process. 	<ul style="list-style-type: none"> ◆Implementation shall be monitored and progress toward completing recommendations shall be reviewed by the Board annually. 	<ul style="list-style-type: none"> ◆Implementation shall be monitored and progress toward completing recommendations shall be reviewed by the Board annually.
					\$2,000 for materials and release time from Base Funding	Undetermined implementation costs from Base Funding	Undetermined implementation costs from Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Course Access ◆Basic Services 	Student progress in ELA and Math shall be closely monitored in grades 7-12 to determine the necessary number of support classes to include in the Master Schedule.	<ul style="list-style-type: none"> ◆School Wide ◆Dixon High School ◆C.A. Jacobs 	<ul style="list-style-type: none"> ◆April 	<ul style="list-style-type: none"> ◆Teachers shall analyze assessment results to determine the need for support classes. ◆Master Schedules shall be designed to include the necessary number of classes. 	<ul style="list-style-type: none"> ◆Continued implementation. 	<ul style="list-style-type: none"> ◆Continued implementation.
					No additional expense in 2014-15.	Staffing allocated through class size formula at typical expense. Potential additions through Supplemental/Concentration grants at approximately \$14,000 per period	Staffing allocated through class size formula at typical expense. Potential additions through Supplemental/Concentration grants at approximately \$14,000 per period

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>An Instructional Coach position will be created for each elementary school site in order to improve “first instruction” for all students in every classroom. Coaching responsibilities will include, but not be limited to, working with classroom teachers on:</p> <ul style="list-style-type: none"> ◆ Engagement strategies ◆ Differentiation ◆ Assessment ◆ Data analysis ◆ Use of technology ◆ ELD Strategies 	<p>School Wide at</p> <ul style="list-style-type: none"> ◆ Anderson ◆ Tremont ◆ Gretchen Higgins 	<ul style="list-style-type: none"> ◆ March 	<ul style="list-style-type: none"> ◆ 3FTE Instructional Coaching positions will be provided for the elementary schools. ◆ Coaches will receive professional development and administrative support 	<ul style="list-style-type: none"> ◆ Continued support through Instructional Coach ◆ Instructional Coach positions for core content areas at the secondary level. Each .2 FTE would result in an expenditure of approximately \$14,000 from Supplemental/Concentration grants 	<ul style="list-style-type: none"> ◆ Continued support through Instructional Coach.
					<p>\$270,000 from Supplemental/Concentration grants</p>	<p>\$275,000 from Supplemental/Concentration grants</p> <p>Potential additional expense if coaches at secondary level are added. Not to exceed \$90,000</p>	<p>\$280,000 from Supplemental/Concentration grants</p> <p>Potential additional expense if coaches at secondary level are added. Not to exceed \$90,000</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>Continue implementation of CCSS Implementation Plan including:</p> <ul style="list-style-type: none"> ◆ Professional Development (ELD, Technology, and Core subjects) ◆ Release days for planning & collaboration on new standards and practices ◆ Complete standard's alignment of report card (K-6) ◆ Refine pacing guides (K-12) ◆ Identify & align assessments with CCSS to accurately gauge and report student progress 	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ Complete the Board adopted CCSS Implementation Plan with an emphasis on professional development via two Teachers on Special Assignment (TOSA) positions. ◆ Integrate Technology into every classroom. ◆ Purchase additional instructional materials aligned with essential CCSS. ◆ Provide an instructional coach for mathematics in grades 6-12. 	<ul style="list-style-type: none"> ◆ No funding available, plan due to be completed in June 2015. ◆ Possible extension of TOSAs if recommended in LCAP review dependent on funding. 	<ul style="list-style-type: none"> ◆ No funding available, plan due to be completed in June 2015.
					\$300,000 CCSS Funding		

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access 	<p>Provide students with CCSS aligned instructional materials and provide professional development for all staff to support use of these materials.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆August ◆May 	<ul style="list-style-type: none"> ◆Administration will complete a full needs analysis and create a plan for adoption by November 2014. 	<ul style="list-style-type: none"> ◆Implementation of plan. 	<ul style="list-style-type: none"> ◆Implementation of plan.
					Up to \$250,000 from Base Funding	Up to \$250,000 from Base Funding	Up to \$250,000 from Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access 	<p>Each grade level/ core area department shall identify/ develop and administer benchmark assessments to be given three times annually. Results from the assessments will be analyzed at CPT to inform the next cycle of instruction. Elementary sites will assess in ELA and Math only.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Using CPT and/or release days, grade levels and/or core departments will select benchmark assessments, adopt a calendar for administration, and schedule meetings to analyze results and plan further instruction. ◆Prepare students for Smarter Balance Testing Assessment. 	<ul style="list-style-type: none"> ◆Continued administration of benchmark assessments and analysis of results at CPT. ◆Analyze student performance on Smarter Balanced Assessments. 	<ul style="list-style-type: none"> ◆Continued administration of benchmark assessments and analysis of results at CPT. ◆Analyze longitudinal data on Smarter Balanced Assessments.
					Up to \$10,000 for purchase of assessments from Base Funding.	Up to \$10,000 for purchase of assessments from Base Funding.	Up to \$10,000 for purchase of assessments from Base Funding.

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>Collaborative Planning Time (CPT) will be utilized to continue the development of Professional Learning Communities (PLCs) at each grade level or department at each site in the District for the purpose of improving student learning.</p>	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<p>◆ CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did not meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.</p>	<ul style="list-style-type: none"> ◆ Continue and refine PLC practices. 	<ul style="list-style-type: none"> ◆ Continue and refine PLC practices.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access 	<p>The District shall develop learning walk/instructional rounds protocols for all grade level configurations for use by administration and instructional coaches while conducting classroom walk-throughs and observations.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆The administration and instructional coaches will develop a learning walk/instructional rounds protocol for each grade level configuration by August 15, 2014 and begin its use by September 15, 2014. 	<ul style="list-style-type: none"> ◆Continued use of the learning walk/instructional rounds protocol with annual modifications as developed by the administration an instructional coach. 	<ul style="list-style-type: none"> ◆Continued use of the learning walk/instructional rounds protocol with annual modifications as developed by the administration an instructional coach.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	<p>All schools sites identified a need to enhance or establish Positive Behavior Intervention and Supports (PBIS), Anti-Bullying, and other efforts to create safe and engaging school environments. School sites will be given a block grant to utilize in accordance with their Single Site Plans or WASC Action Plans to support training, awareness, implementation, and/or incentives for students.</p>	<p>◆LEA - Wide</p>	<p>◆May</p>	<p>◆Sites will be allocated funds as identified to support their initiative on PBIS, bullying, or other climate and engagement issues as identified in their site plans as follows: ◆K-6 - \$7,000 ◆7-8 - \$7,000 ◆DHS - \$9,000 MPHS - \$3,000</p>	<p>◆Continued support through allocated funds as identified to support their initiative on PBIS, bullying, or other climate and engagement issues as identified in their site plans.</p>	<p>◆Continued support through allocated funds as identified to support their initiative on PBIS, bullying, or other climate and engagement issues as identified in their site plans.</p>
					<p>Total of \$40,000 from Supplemental/Concentration grants</p>	<p>\$40,000 from Supplemental/Concentration grants</p>	<p>Total of \$40,000 from Supplemental/Concentration grants</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	Class Size Reduction (CSR) will be implemented for grades TK – 3 at a ratio of 25 to 1.	◆TK – 3 rd Grade at Anderson, Tremont, and Gretchen Higgins	◆March	◆The District will operate CSR at grades TK – 3 at 25 to 1 to provide greater opportunity to use a variety of instructional strategies.	◆Continued 25 to 1 ratio with consideration given to reducing to a 24 to 1 requirement.	◆Continued 25 to 1 ratio with consideration given to reducing to a 24 to 1 requirement.
					Base funding provides approximately \$420,000	Base funding provides approximately \$420,000	Base funding provides approximately \$420,000

Goal (Include and identify all Goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	<p>District Staff shall design and administer a survey related to Food Services. Survey results shall be used as one component of an evaluation for the potential redesign of the Food Service model.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆March 	<ul style="list-style-type: none"> ◆A food service survey will be offered to parents and students by November 15, 2014. The District shall form a committee to review survey results and complete an evaluation of the Food Service program by March 15, 2015. 	<ul style="list-style-type: none"> ◆Implementation of recommendations. ◆Annual survey of parents and students. 	<ul style="list-style-type: none"> ◆Implementation of recommendations. ◆Annual survey of parents and students.
					\$200 in materials from Base Funding	Potential costs in a redesigned model from Cafeteria Fund	Potential costs in a redesigned model from Cafeteria Fund

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	<p>The District shall work to implement a Restorative Justice model for school discipline at all sites with the goals of:</p> <ul style="list-style-type: none"> ◆Fostering positive school climate. ◆Building student empathy. ◆Involving all stakeholders in equitable resolutions to student misconduct. ◆Reducing suspension and lost instruction time. 	◆LEA	◆April	<ul style="list-style-type: none"> ◆School sites shall establish teams to learn and develop research based practices that promote empathy and desired behavior. ◆District Administration shall work with the Board to revise Board Policy related to discipline to reflect the Restorative Justice model. All activities shall be complete by May 1, 2015. 	◆Implementation and monitor restorative justice model.	◆Implementation and monitor restorative justice model.
					Up to \$10,000 for training and/or time	Up to \$10,000 for training and/or time	Up to \$10,000 for training and/or time

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	The District shall establish a committee to study and report to the Board on the desired model for delivery of Library-Media Center Services.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆A committee of a variety of stakeholders shall be formed to review Library-Media Center models. The committee shall make recommendations for a model for DUSD by March 30, 2015. 	<ul style="list-style-type: none"> ◆Commence implementation of the model as determined by the Board. 	<ul style="list-style-type: none"> ◆Continue implementation of the model as determined by the Board.
					Up to \$5,000 from Base Funding for costs associated with completing the study	Staffing and Materials costs not to exceed \$150,000 in Base Funding	Staffing and Materials costs not to exceed \$150,000 in Base Funding

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	Utilize school psychologist interns to provide individual and group social-emotional counseling at the elementary sites.	◆LEA	◆May	◆Psychology interns will run a variety of counseling programs at the school sites to assist any student with social-emotional issues.	◆Psych interns will run a variety of counseling programs at the school sites to assist any student with social-emotional issues.	◆Psych interns will run a variety of counseling programs at the school sites to assist any student with social-emotional issues.
					\$60,000 in the Special Education budget	\$60,000 in the Special Education budget	\$60,000 in the Special Education 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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	<p>Each school site shall operate an attendance incentive program for students in order to promote and ensure improved attendance.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency. 	<ul style="list-style-type: none"> ◆Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency. 	<ul style="list-style-type: none"> ◆Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency.
					<p>Up to 20% from within each site's PBIS allocated fund for incentives, activities, and programs. Based on allocations on page 29 in this plan this amount is \$1,750 per site for K-8. \$2,250 for Dixon High, and \$750 for Maine Prairie.</p>	<p>Based on allocations on page 29 in this plan this amount is \$1,750 per site for K-8. \$2,250 for Dixon High, and \$750 for Maine Prairie.</p>	<p>Based on allocations on page 29 in this plan this amount is \$1,750 per site for K-8. \$2,250 for Dixon High, and \$750 for Maine Prairie.</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	Review custodial, maintenance, and grounds staffing levels to ensure equitable staffing between sites and to facilitate staffing adjustments as necessary if funding is available.	◆LEA	◆August	◆Complete the CASBO staffing formula and adjust staffing between sites as needed. Review overall staffing by September 15 th to consider necessary staffing.	◆Complete the CASBO staffing formula and adjust staffing between sites as needed. Review overall staffing by September 15 th to consider necessary staffing.	◆Complete the CASBO staffing formula and adjust staffing between sites as needed. Review overall staffing by September 15 th to consider necessary staffing.
					No additional costs unless staffing is added	No additional costs unless staffing is added	No additional costs unless staffing is added

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	The District will complete a feasibility study related to a General Obligation Bond for facility repairs, upgrades, and/or replacements.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆February 	<ul style="list-style-type: none"> ◆The District shall fully explore the potential of pursuing a General Obligation Bond to address long-term, on-going facility issues posed by aging campuses and/or maintenance needs. The study shall be complete by March 2015. 	<ul style="list-style-type: none"> ◆Respond appropriately to the feasibility study, including a determination to pursue a bond if so indicated. 	<ul style="list-style-type: none"> ◆Respond appropriately to the feasibility study, including a determination to pursue a bond if so indicated.
					Up to \$10,000 from Base Funding	No cost to the District	No cost to the District

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access ◆ Basic Services 	<p>Recruitment, hiring, and retention of quality teachers relies on attractive wages and support. The District will fund the cost of the Beginning Teacher Support and Assessment program (BTSA) for all teachers in need of clearing their credentials.</p>	<ul style="list-style-type: none"> ◆ LEA - Wide 	<ul style="list-style-type: none"> ◆ March 	<ul style="list-style-type: none"> ◆ The District shall pay the full cost of participation in BTSA for each teacher requiring credential clearance in an effort to provide students with high quality teachers. 	<ul style="list-style-type: none"> ◆ Continued support through BTSA. 	<ul style="list-style-type: none"> ◆ Continued support through BTSA.
					<p>\$75,000 from Supplemental/Concentration grants</p>	<p>\$75,000 from Supplemental/Concentration grants</p>	<p>\$75,000 from Supplemental/Concentration grants</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access ◆ Basic Services 	<p>Provide a .5 FTE Human Resources Coordinator to assist the Superintendent/HR Director with essential functions of the HR Department with a focus on revising job descriptions and evaluation documents, and evaluation and supervision of all staff.</p>	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ March 	<ul style="list-style-type: none"> ◆ HR Coordinator will begin effective July 1, 2014 and will begin work immediately on updating classified job descriptions and evaluation documents. 	<ul style="list-style-type: none"> ◆ Continue position with a review to determine if .5 FTE is adequate to meet District needs. 	<ul style="list-style-type: none"> ◆ Continue position with a review to determine if .5 FTE is adequate to meet District needs.
					\$58,000 from Base Funding	\$58,000 from Base Funding	\$58,000 from Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access ◆Basic Services 	Complete a comprehensive, multi-year Professional Development Plan for classified, certificated, and administrative staff.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆March 	<ul style="list-style-type: none"> ◆The Professional Development Plan shall be developed and adopted by the Governing Board no later than March 1, 2015. 	<ul style="list-style-type: none"> ◆Full implementation of the plan with monitoring of progress. 	<ul style="list-style-type: none"> ◆Continued implementation of the plan with monitoring of progress and revisions as deemed necessary.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access ◆Basic Services 	All classified, certificated, and administrative job descriptions shall be reviewed and revised as necessary.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆District staff shall conduct a process of review and revision in consultation with bargaining groups to update all job descriptions as necessary. 	<ul style="list-style-type: none"> ◆Full implementation of all revised job descriptions with on-going monitoring. 	<ul style="list-style-type: none"> ◆Full implementation of all revised job descriptions with on-going monitoring.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's goals	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access ◆Basic Services 	Revise all classified evaluation documents to align with updated job descriptions.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆District staff shall revise all classified evaluation documents in consultation with the bargaining group to align with updated job descriptions. 	<ul style="list-style-type: none"> ◆Full implementation of all revised evaluation documents with on-going monitoring. 	Full implementation of all revised evaluation documents with on-going monitoring.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4: Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's goals	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Course Access ◆Basic Services 	The District shall complete comparability studies for classified, certificated, and administrative positions to help determine the competitiveness of salary and benefit packages.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆March 	◆District staff, in consultation with bargaining groups, shall complete comparability studies to help evaluate the District's ability to attract and retain staff. The studies shall be used to help inform negotiations and address disparities as identified.	◆Monitor competitiveness and address through negotiations as needed.	◆Monitor competitiveness and address through negotiations as needed.
					No costs to complete the study	No costs	No costs

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	The District shall schedule no fewer than two “2x2” meetings with the City of Dixon to improve communication and identify areas of potential partnership. A 2x2 Meeting includes 2 Board Members, 2 City Council Members, and administration staff.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆One 2x2 meeting will be held in the fall and another in the spring to allow for improved communication, coordination, and partnership between the District and City of Dixon. 	<ul style="list-style-type: none"> ◆ Continued support through two 2x2 meetings with the City of Dixon. 	<ul style="list-style-type: none"> ◆ Continued support through two 2x2 meetings with the City of Dixon.
					No Additional Costs	No Additional Costs	No Additional Costs

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)?		
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Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	The Governing Board shall hold three of its meetings in the 2014-15 school year at school sites to provide heightened outreach, access, and communication for community members and parents.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆The Governing Board meetings in October, February, and April will be conducted at school sites. 	<ul style="list-style-type: none"> ◆ Continued support through one Governing Board meeting in October, February, and April will be conducted at school sites. 	<ul style="list-style-type: none"> ◆ Continued support through one Governing Board meeting in October, February, and April will be conducted at school sites.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	The Superintendent shall form a Parent Advisory Committee to meet on a monthly basis for the purpose of communication and input-gathering with a cross-section of parents from the District.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆The Parent Advisory Committee shall meet monthly beginning in September 2014. Translation will be provided at each meeting. 	<ul style="list-style-type: none"> ◆ Continued support through Parent Advisory Committee 	<ul style="list-style-type: none"> ◆ Continued support through Parent Advisory Committee
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	The Superintendent shall publish a monthly District newsletter update on the District website and through local media to better inform parents and the community about the District and its operations.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆A District newsletter update shall be published monthly, beginning in August 2014. 	<ul style="list-style-type: none"> ◆ Continued support through monthly District newsletter update 	<ul style="list-style-type: none"> ◆ Continued support through monthly District newsletter update
					No Additional Costs	No Additional Costs	No Additional Costs

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)?		
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Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	Continue to participate in the Dixon Chamber of Commerce Education Sub-Committee. Two annual committee reports will be included on Board meeting agendas to promote communication and participation.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆March 	<ul style="list-style-type: none"> ◆One senior staff member will be designated as the District representative for the sub-committee. She/he will participate in all committee activities and coordinate the two Board reports each year. 	<ul style="list-style-type: none"> ◆ Continued support through District representative for the Dixon Chamber of Commerce Sub-Committee. 	<ul style="list-style-type: none"> ◆ Continued support through District representative for the Dixon Chamber of Commerce Sub-Committee.
					No Additional Costs	No Additional Costs	No Additional Costs

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	Design and administer an annual survey for parents to provide input about the District in general, and for the revision of the LCAP.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆A survey will be drafted and administered by March of each year. It shall be available electronically and on paper in both English and Spanish. 	<ul style="list-style-type: none"> ◆ Continued support through annual survey. 	<ul style="list-style-type: none"> ◆ Continued support through annual survey.
					No Additional Costs	No Additional Costs	No Additional Costs

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	Conduct 3-5 Common Core Parent Information Nights to help parents better understand the Common Core State Standards (CCSS) and support their students during the transition to full implementation.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆The CCSS Teachers on Special Assignment will plan and hold 3-5 sessions assisted by administrative staff. Topics will focus on understanding CCSS and ways in which parents can support their students at home. 	<ul style="list-style-type: none"> ◆ Analyze parent survey data to determine if the need and interest continues to exist. Funding would come from Base Funding if needed. 	<ul style="list-style-type: none"> ◆ Analyze parent survey data to determine if the need and interest continues to exist. Funding would come from Base Funding if needed.
					\$2,000 CCSS funding	\$2,000 in Base Funding	\$2,000 in Base Funding

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	<p>The District will create social media accounts (e.g. Facebook, Twitter, etc.) to provide accessible and current information to parents and community members regarding District activities and events.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆April 	<ul style="list-style-type: none"> ◆Social media accounts will be created and utilized by July 15, 2014 to provide an on-going means of informing parents and the community about District events. Updates will occur on at least a weekly basis. 	<ul style="list-style-type: none"> ◆ Continued support through Social Media. 	<ul style="list-style-type: none"> ◆ Continued support through Social Media.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens</p>	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆Basic Services ◆Course Access 	<p>Provide increased technology access to students and teachers for the purpose of improving student learning and increasing readiness for on-line testing beginning in spring 2015. Heighten student access to CCSS curricular programs through the acquisition and daily use of netbooks/computers.</p>	<ul style="list-style-type: none"> ◆LEA-Wide 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Identify and provide hardware and software to students and teachers with a focus on closing the “technology gap” experienced by students in the unduplicated count. ◆Provide professional development in technology for staff. 	<ul style="list-style-type: none"> ◆Continued support through providing hardware and software to students and teachers. ◆Analyze outcomes to determine progress in access for all students with emphasis on those on the unduplicated count. 	<ul style="list-style-type: none"> ◆Continued support through providing hardware and software to students and teachers. ◆Analyze outcomes to determine progress in access for all students with emphasis on those on the unduplicated count.
					\$100,000 from Supplemental/ Concentration grants	\$100,000 from Supplemental/ Concentration grants	\$100,000 from Supplemental/ Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆Basic Services ◆Course Access 	Provide parent training on technology use in the following areas: <ul style="list-style-type: none"> ◆Parent Portal ◆Use of District website and social media ◆Resources tied to adopted instructional materials 	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆June 	<ul style="list-style-type: none"> ◆Provide technology training sessions at each school site at a variety of times to maximize participation. Trainings shall be held on both English and Spanish. 	<ul style="list-style-type: none"> ◆Continued support through ongoing parent training in technology 	<ul style="list-style-type: none"> ◆Continued support through ongoing parent training in technology
					\$3,000 from Supplemental/ Concentration grants	\$3,000 from Supplemental/ Concentration grants	\$3,000 from Supplemental/ Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆Basic Services ◆Course Access 	Develop a 5-year plan for replacement and/or upgrading of technology used by students and teachers for learning and teaching. The primary goal of the plan is to ensure that adequate hardware for uses is available in an on-going basis.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆The plan shall be developed prior to budget adoption for 2015-16 for expenditure to be included in the budget. 	<ul style="list-style-type: none"> ◆Implement the plan and consider revisions in LCAP update. 	<ul style="list-style-type: none"> ◆Implement the plan and consider revisions in LCAP update.
					No additional costs to develop the plan	Up to \$150,000 in Base Funding	Up to \$150,000 in Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ Basic Services ◆ Course Access 	<p>Develop a 5-year plan for maintaining and/or expanding the network and other components of the technological infrastructure of the District. The primary goal is to ensure that a reliable functioning infrastructure is available to allow all technological use desired by staff and students.</p>	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ The plan shall be developed prior to budget adoption for 2015-16 for expenditure to be included in the budget. 	<ul style="list-style-type: none"> ◆ Implement the plan and consider revisions in annual LCAP update. 	<ul style="list-style-type: none"> ◆ Implement the plan and consider revisions in annual LCAP update.
					No additional costs to develop the plan	Up to \$50,000 in Base Funding	Up to \$50,000 in Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆Basic Services ◆Course Access 	The District shall develop grade-level expectations for technology use for students and develop a plan to ensure that students are taught the identified standards.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆ITS staff will work with a committee at grade level representatives to identify essential skills for students and plan for their inclusion in daily learning activities. The plan shall be complete by March 2015. 	<ul style="list-style-type: none"> ◆Implement and monitor the plan. 	<ul style="list-style-type: none"> ◆Implement and monitor the plan.
					Up to \$2,000 in Base Funding for release time and materials	No additional costs	No additional costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	<ul style="list-style-type: none"> ◆Student Achievement ◆Common Core Implementation ◆Other Student Outcomes ◆Student Engagement ◆Basic Services ◆Course Access 	The District shall develop job-specific technology skills and/or for all positions in the District and create a plan to assist staff in learning or developing the identified expectations. District provided strategies will be the primary vehicle for professional development.	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Consultation with staff and use of outside resources will help to inform the development of the technology expectations for all staff and the plan to provide the necessary training and support. 	<ul style="list-style-type: none"> ◆Implement and monitor the plan. 	<ul style="list-style-type: none"> ◆Implement and monitor the plan.
					No additional costs	Estimated costs tied to additional professional growth compensation for staff of \$10,000 in Base Funding	Estimated costs tied to additional professional growth compensation for staff of \$10,000 in Base Funding

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ Basic Services ◆ Course Access 	Explore the creation of specialist positions to assist students and staffing in learning and mastering technology expectations for their grade level.	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ Gather information and draft job description(s) for specialist position(s) to provide on-site support to students and staff in the development of technology skills. 	<ul style="list-style-type: none"> ◆ Consider position(s) for inclusion in the revised LCAP and budget. 	<ul style="list-style-type: none"> ◆ Consider position(s) for inclusion in the revised LCAP and budget.
					No Additional Costs	Up to \$75,000 in Base Funding	Up to \$75,000 in Base Funding

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

Goal (Include and identify all Goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Course Access ◆ Basic Services 	<p>For low income pupils: For English learners: For foster youth: Intervention teaching positions will be created to provide targeted support through small group instruction. Sheltered strategies for core subjects will be provided for English Learners. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Interventions and/or support given services will be to students not meeting grade level standards.</p>	<ul style="list-style-type: none"> ◆ Anderson 1.5 FTE ◆ Tremont 1.0 FTE ◆ Gretchen Higgins 1.5 FTE 	<ul style="list-style-type: none"> ◆ March 	<p>Intervention teachers totaling 4.0 FTE will be assigned to the elementary sites, with higher staffing at Anderson and Gretchen Higgins due to larger unduplicated student populations.</p> <p>All three sites are combining these resources with Title I funds to maximize support for these students.</p>	<ul style="list-style-type: none"> ◆ Continued support through intervention positions. ◆ Analysis of assessment data will trigger additional FTE if warranted. 	<ul style="list-style-type: none"> ◆ Continued support through intervention positions.
					\$360,000 from Supplemental/Concentration grants	\$370,000 from Supplemental/Concentration grants	\$380,000 from Supplemental/Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 1: Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Course Access ◆ Basic Services 	<p>For low income pupils: For English learners: For foster youth: An existing Instructional Assistant position will be continued to provide push-in support to English Learners in core classes. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	<ul style="list-style-type: none"> ◆ Maine Prairie High School .5 FTE 	<ul style="list-style-type: none"> ◆ March 	<p>One .5 FTE Instructional Assistant will be assigned to work with English Learners in core classes at the continuation high school.</p>	<ul style="list-style-type: none"> ◆ Continued support through Instructional Assistant. ◆ Analysis of assessment data and reclassification rates will trigger additional support if warranted. 	<ul style="list-style-type: none"> ◆ Continued support through Instructional Assistant. ◆ Analysis of assessment data and reclassification rates will trigger additional support if warranted.
					<p>\$25,000 from Supplemental/Concentration grants</p>	<p>\$26,000 from Supplemental/Concentration grants</p>	<p>\$27,000 from Supplemental/Concentration grants</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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>For low income pupils: For English learners: For foster youth: Provide an English Language Development Coordinator to assist in monitoring student progress, provide support to classroom teachers through a variety of methods, and offer professional development to staff. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	<ul style="list-style-type: none"> ◆ Dixon High School 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ This .2 FTE ELD Coordinator shall oversee monitoring of EL students at DHS and provide support to classroom teachers. 	<ul style="list-style-type: none"> ◆ Continued support through ELD Coordinator to oversee monitoring of EL students at DHS. ◆ Evaluate the need for additional support for EL students based on outcome data. 	<ul style="list-style-type: none"> ◆ Continued support through ELD Coordinator to oversee monitoring of EL students at DHS. ◆ Evaluate the need for additional support for EL students based on outcome data.
					\$18,000 from EIA carryover for 2014-15 only	\$18,000 from Supplemental grant.	\$18,000 from Supplemental grant.

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>For low income pupils: For English learners: For foster youth: Provide an English Learner/At-Risk Coordinator to support student learning and parental involvement. This is an existing position that will be funded in part by Title I site funds. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	<ul style="list-style-type: none"> ◆ C.A. Jacobs Intermediate 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ This .25 FTE position shall assist in monitoring the progress of EL and At-Risk students with specific focus on low income families. The position will help to coordinate intervention services for targeted students. 	<ul style="list-style-type: none"> ◆ Continued support through English Learner/At-Risk Coordinator. ◆ Student outcome data will be utilized to evaluate an increase in FTE of this position. 	<ul style="list-style-type: none"> ◆ Continued support through English Learner/At-Risk Coordinator.
					\$14,000 from Supplemental/ Concentration grants	\$15,000 from Supplemental/ Concentration grants	\$16,000 from Supplemental/ Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 2: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ School Climate ◆ Course Access 	<p>For low income pupils: For English learners: For foster youth: Ensure that all students who should receive ELD instruction receive high quality services on a daily basis. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ Analyze instructional schedules and student placements to ensure students receive services. ◆ Provide professional development and support through EL Coordinators TOSAs, or instructional coaches to maximize effectiveness of classroom instruction. ◆ Provide on-going monitoring of student progress, including for RFEP students. 	<ul style="list-style-type: none"> ◆ Analyze instructional schedules and student placements to ensure students receive services. ◆ Provide professional development and support through EL Coordinators TOSAs, or instructional coaches to maximize effectiveness of classroom instruction. ◆ Provide on-going monitoring of student progress, including for RFEP students. 	<ul style="list-style-type: none"> ◆ Analyze instructional schedules and student placements to ensure students receive services. ◆ Provide professional development and support through EL Coordinators TOSAs, or instructional coaches to maximize effectiveness of classroom instruction. ◆ Provide on-going monitoring of student progress, including for RFEP students.
					No Additional Costs	No Additional Costs	No Additional Costs

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 3: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Student Engagement ◆School Climate ◆Basic Services 	<p>For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: The Destination College Advisory Corp is a University of California based college readiness program that targets under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. Dixon High School utilized this service in 2013-14 and saw the number of under-represented students enrolling in college increase. Students receive both individual and group services centered on college readiness, application, and enrollment.</p>	<ul style="list-style-type: none"> ◆Dixon High School 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Contract with the Destination College Advisory Corp to provide a college readiness program targeting unduplicated count students at Dixon High School. 	<ul style="list-style-type: none"> ◆Continued support through Destination College Advisory Corp \$40,000 	<ul style="list-style-type: none"> ◆Continued support through Destination College Advisory Corp \$45,000
					\$40,000 from Supplemental grant	\$40,000 from Supplemental grant	\$40,000 from Supplemental grant

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students</p>	<ul style="list-style-type: none"> ◆ Other Student Outcomes ◆ Parent Involvement ◆ Student Engagement ◆ School Climate 	<p>For low income pupils: For English learners: For redesignated fluent English proficient pupils: Establish a Bilingual Parent Liaison at each school site to promote partnerships with parents and assist in outreach to the community and businesses.</p>	<ul style="list-style-type: none"> ◆ All Schools 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ Each site will be provided with a .25 FTE Bilingual Parent Liaison to assist in communication and parental involvement activities with all parents and the greater community. Families of EL students and those receiving free or reduced lunch will be targeted for support. 	<ul style="list-style-type: none"> ◆ Continued support through Bilingual Parent Liaison. ◆ Evaluation of services and effectiveness may lead to determination to increased time in subsequent years. 	<ul style="list-style-type: none"> ◆ Continued support through Bilingual Parent Liaison.
					\$110,000 from Supplemental/Concentration grants	\$114,000 from Supplemental/Concentration grants	\$118,000 from Supplemental/Concentration grants

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					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students</p>	<ul style="list-style-type: none"> ◆Other Student Outcomes ◆Parent Involvement ◆Student Engagement ◆School Climate 	<p>For low income pupils: For English learners: For redesignated fluent English proficient pupils Ensure that all communication and documentation from the District is available in Spanish.</p>	<ul style="list-style-type: none"> ◆LEA 	<ul style="list-style-type: none"> ◆May 	<ul style="list-style-type: none"> ◆Provide staff to translate all written documents into Spanish for Spanish-speaking parents including but not limited to IEPs, discipline forms, report cards, hand-books, and newsletters. 	<ul style="list-style-type: none"> ◆Continued support to ensure communication and documentation from the District is available in Spanish. 	<ul style="list-style-type: none"> ◆Continued support to ensure communication and documentation from the District is available in Spanish.
					\$30,000 from Supplemental/ Concentration grants	\$30,000 from Supplemental/ Concentration grants	\$30,000 from Supplemental/ Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 5: Develop active partnerships with parents, businesses, and the community in the academic and social growth of students</p>	<ul style="list-style-type: none"> ◆ Other Student Outcomes ◆ Parent Involvement ◆ Student Engagement ◆ School Climate 	<p>For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: Provide parent education/ training sessions targeted to parents of ELs, low socio-economic students, and foster youth.</p>	<ul style="list-style-type: none"> ◆ LEA 	<ul style="list-style-type: none"> ◆ May 	<ul style="list-style-type: none"> ◆ Education/training sessions related to parent involvement and student success shall be designed and held at a variety of school sites beginning in September 2014. 	<ul style="list-style-type: none"> ◆ Continued support through education/training sessions. ◆ Conduct an analysis to determine specific topics that will meet parent needs and interests. 	<ul style="list-style-type: none"> ◆ Continued support through education/training sessions. ◆ Conduct an analysis to determine specific topics that will meet parent needs and interests.
					\$10,000 Supplemental/Concentration grants	\$10,000 Supplemental/Concentration grants	\$10,000 Supplemental/Concentration grants

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	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
<p>Goal 6: Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens</p>	<ul style="list-style-type: none"> ◆ Student Achievement ◆ Common Core Implementation ◆ Other Student Outcomes ◆ Student Engagement ◆ Basic Services ◆ Course Access 	<p>For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: Establish computer access to hardware and the network for students and parents through after-school lab hours.</p>	◆ LEA	◆ May	◆ Develop a plan, including staffing components, to provide students and parents without computer or network access at home, after school lab hours at their school sites.	◆ Implement and monitor the plan with annual revision.	◆ Implement and monitor the plan with annual revision.
					No Additional Costs	Up to \$15,000 in funding Supplemental/Concentration Grants	Up to \$15,000 in funding Supplemental/Concentration Grants

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

Dixon Unified School District has an unduplicated count of 57% as determined by California Longitudinal Pupil Achievement Data System. (CALPADS) Utilizing the FCMAT calculator for funding currently in use by the state DUSD’s LCFF base funding will be \$21,821,835 and the supplemental/concentration funding will be \$1,190,671 or 5.52% of the total LCFF allocation of \$23,012,506. The growth in funding from the prior year will be 765,323 before the adjustment for declining enrollment. This growth is based on using the GAP funding figure of 28.05% for 2014-15.

Proposed Expenditures for 2014-15:

Intervention teachers	310,973.00
IA Maine Prairie	<u>27,607.00</u>
	<u>338,580.00</u>
Coaches	<u>210,846.00</u>
DHS EL Core Counselor	40,000.00
Positive Supports	<u>40,000.00</u>
	<u>80,000.00</u>

BTSA Support	<u>75,194.00</u>
Parent Liaisons	95,270.00
EL Coordinator	<u>27,441.00</u>
	<u>122,711.00</u>
<hr/>	
Technology	<u>103,000.00</u>
Translation Services	<u>30,000.00</u>
Parent Education	<u>10,000.00</u>
	970,331.00
<p>Two planned expenditures meet the description of district wide and require additional explanation/justification.</p> <ol style="list-style-type: none"> 1. \$75,000 to fund the cost of BTSA for all participating teachers has been planned. This expenditure is included to maintain our ability to recruit high quality new teachers when we have openings. It appears that all of our neighboring districts are also funding BTSA, so if we were not to do so, we would immediately become a less attractive option to any candidate. Top candidates for positions would certainly choose a district that paid for the clearing of their credential over those who would not pay. We would be stuck hiring second or third tier candidates – an unacceptable option. 	

2. \$100,000 has been allocated to enhance technology in the District. While this is not truly a district wide expense, it lacks enough specificity at this time to potentially raise questions. The technology funds will be expended based on analysis of where our greatest needs are. The percentage of unduplicated students at each school site will be the largest determinant in this decision making.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.
- Support classes are a school-wide expenditure at C.A. Jacobs and Dixon High School. Those are intended to provide support for students performing below grade level in core classes. Data shows the majority of students needing support classes are in the unduplicated count.
 - Instructional coaches are a school wide expenditure at the three elementary schools in the District. Our analysis of data and input in the LCAP process has established that first instruction is not effective in meeting the needs of all students and that students in the unduplicated count are particularly impacted.
 - Allocations of funding to conduct PBIS and other climate and engagement activities are a district-wide expenditure. Data and input in the LCAP process shows that all sites have areas for growth in terms of student and parent connectedness to school, as well as behavior and attendance.
 - The allocation of \$3,000 to provide parent training in technology is a district-wide expenditure. Parent input in the LCAP process showed a need for training in how access District resources. The need was identified primarily by parents of English Learners and students receiving free or reduced lunch.

For the 2014-2015 LCAP, the Dixon Unified School District has a minimum proportionality percentage of 5.52% with a target of 10.94% increased and/or enhanced services for students in the unduplicated count.

The proportionality percentage will be met by offering additional services to low income pupils, foster youth, English Learner, and pupils designated as fluent English proficient (R-FEP) in the following ways:

1. Teachers will be given increased professional development in the use of English Language Development (ELD) instructional strategies in keeping with the Common Core State Standards (CCSS) Implementation Plan (24).
2. Intervention teaching positions will be created to provide targeted support through small group instruction with an emphasis on sheltered strategies in core subjects for English Learners at the three elementary schools (60).
3. An instructional assistant teaching position will provide push-in support to English Learners in core classes at the continuation high school (61).
4. An English Language Development Coordinator at the high school will assist in monitoring student progress, providing support to classroom teachers, and offering professional development to all staff (62).
5. An English Learner/At-Risk Coordinator will support student learning and parental involvement at the middle school (63).
6. Analysis of instructional schedules and student access to ELD instruction along with professional development in ELD instructional strategies will be conducted by EL/At-Risk Coordinators and Teachers on Special Assignment (TOSAs) at all sites.
7. High School students from traditionally under-represented populations including Latinos, ELs, and socio-economically disadvantaged youth will receive services centered on college readiness, application, and enrollment from the Destination College Advisory Corp (65).
8. A Bilingual Parent Liaison will work at each school site to promote partnerships with parents and assist in community outreach (66).
9. Funds will be allotted to accomplish the translation of all Dixon Unified School District communication into Spanish (67).
10. Parent education/training sessions will be offered with a focus on building parent involvement and increasing student success among the targeted populations (68).
11. School-site computer labs will be staffed after school hours to provide technology access to students without a home computer or network capability (69).
12. R-FEP pupils will benefit from ongoing monitoring via EL support staff. Interventions and/or support will be given to students not meeting grade level standards (60, 61, 62, 63, 64).

Additionally enhanced services offered to the entire Dixon Unified School District student population will laterally benefit target populations. These services include:

1. An after-school tutoring program offered to high school students (19).
2. Solano Community College classes offered at Dixon High School (20).
3. Improvement of “first instruction” via Instructional Coaching positions at each elementary school (23).
4. CCSS-aligned instructional materials (25).
5. Positive Behavior Intervention Supports (PBIS) and Anti-Bullying initiatives at all schools (29).
6. Class-size reduction in Transitional Kindergarten (TK) – 3rd grade at all elementary sites (30).
7. Restorative Justice Discipline model implementation at all schools (32).
8. Social-emotional counseling via psychology interns at all three elementary campuses (34).
9. Facility repairs and upgrades (37).
10. Increased technology access to students (52).

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.