

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

Introduction:

LEA: Palmdale School District Contact: Raul Maldonado Superintendent, RMaldonado@palmdalesd.org (661) 266-7222 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																				
<p>The Palmdale School District created and delivered Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) orientation/presentations to the following stakeholder groups:</p> <p>Administrators at Principal's and Assistant Principal meetings; Palmdale School District school site staff at staff meetings facilitated by administrators; community members and parents through three Town Hall Meetings facilitated by Palmdale School District Interim Superintendent and Cabinet; Superintendent's Advisory Committee; District English Learner Advisory Committee (Ed Code 52062); District Office employees at three separate sessions.</p> <p style="padding-left: 40px;">Principals/Administrators – 12/17/13 Board Member Orientation – 1/7/14 District Office Employee Orientation – 1/9/14, 1/22/14 (10:30/11:30) Principal/Asst. Principal Meetings – 1/14 & 1/16 Town Hall Community Meetings 1/14/14, 1/15/14 & 1/16/14 District EL Advisory Committee Overview – 1/15/14, (Childcare provided) Teacher Orientation at School Sites – 1/15/14 Superintendent's Advisory Council Overview – 1/28/14 School Site Council – 2/5/14</p> <p>The LCFF/LCAP orientation meetings provided detailed information regarding the LCFF, details specific to Palmdale School District, explaining the Base, Supplemental and Concentration Funding, and the process for LCAP development and identifying the 8 State priorities and timeline for LCAP adoption.</p> <p>Community and Service Club presentations were delivered by local superintendents during the months of March and April as follows:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">1/6/14</td> <td style="width: 30%;">Lancaster West Rotary</td> <td style="width: 20%;">Approx. 75 people</td> <td style="width: 35%;">Gina Rossall/ Michele Bowers</td> </tr> <tr> <td>2/4/14</td> <td>AV Hispanic Chamber</td> <td>Approx. 75 people</td> <td>Pauline Winbush</td> </tr> <tr> <td>3/5/14</td> <td>KPCC Radio</td> <td></td> <td>Pauline Winbush</td> </tr> <tr> <td>3/20/14</td> <td>Lancaster Kiwanis</td> <td>Approx. 22 people</td> <td>Gina Rossall /Michele Bowers</td> </tr> <tr> <td>3/20/14</td> <td>Lancaster Sunrise Rotary</td> <td>Approx. 18 people</td> <td>Gina Rossall /Michele Bowers</td> </tr> </table>	1/6/14	Lancaster West Rotary	Approx. 75 people	Gina Rossall/ Michele Bowers	2/4/14	AV Hispanic Chamber	Approx. 75 people	Pauline Winbush	3/5/14	KPCC Radio		Pauline Winbush	3/20/14	Lancaster Kiwanis	Approx. 22 people	Gina Rossall /Michele Bowers	3/20/14	Lancaster Sunrise Rotary	Approx. 18 people	Gina Rossall /Michele Bowers	<p>Stakeholders were provided with detailed information regarding the state's funding plan, and how that funding would impact the Palmdale School District; specifically how the supplemental and concentration grants affect PSD based on our high percentages of English Learner, Low Income and Foster Youth.</p> <p>The 8 State Priorities were described in detail to ensure the community was aware and understood the state's focus.</p> <p>The orientation/presentation was provided in English and Spanish to ensure the information reached our stakeholder population.</p> <p>The recorded presentation in English and Spanish placed on our website allowed for stakeholder participation in lieu of the live meeting.</p> <p>The live sessions facilitated by District Staff allowed for critical questions and answers to ensure stakeholder understanding.</p> <p>The Stakeholder survey asked participants to prioritize/rank the actions and activities in which they would like to see the District invest.</p> <p>The Survey allowed for the District to obtain valuable input from all stakeholders, and was created in such a way that would allow the district to analyze data based on stakeholder group, (parent, employee, etc.)</p> <p>The LCAP Development Team utilized research data and historical data as well as analyzed stakeholder survey results to determine actionable items that support the 8 State Priorities and focus on the three student sub-groups.</p> <p>The LCAP Development Team Meetings included presentations from the District Divisions reviewing information: Facilities and Maintenance (Staffing and FIT reports), Academic Achievement for Target Population (EL, Low Income, Foster Youth and Special Education data), Technology (Staffing and current conditions), Human Resources (Certificated staffing), Curriculum (textbook adoptions), Common Core and Professional Development, parent participation at the site level (Title I and EL Parent Survey), PSD Budget Priorities Survey (English and Spanish) results</p>
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Involvement Process	Impact on LCAP
<p>An on-line survey soliciting stakeholder input was available for a span of 4 weeks. The survey and LCFF/LCAP orientation/presentations (both in English and Spanish) were made available on the District's website. The district and school sites computer labs were made available to the community and parents to participate in the survey.</p> <p style="text-align: center;">Survey Window 1/14/14 – 2/9/14 District/Site Computer Labs available 1/28/14 – 1/30/14</p> <p>Interim Superintendent and Cabinet members visited 25 school sites during their staff meetings to solicit input regarding the resources needed for the implementation of the Common Core State Standards (Priority 2).</p> <p>Quantitative and qualitative data were collected, and compiled. Themes and patterns were identified from the data and shared with the LCAP Development Team and posted on the District website.</p> <p>The LCAP Development Team was formed to determine the highest priority items that would have the greatest impact on student achievement by examining the results of the stakeholder survey and other sources of data and information.</p> <p>The LCAP Development Team consisted of 29 members including representatives from District Office administrators, site administrators, teachers, classified staff, labor representatives, and parents from English Learner, Foster Youth and Low Income groups (Ed Code 42238.01).</p> <p>The LCAP Development Team met over the course of 6 full-day sessions, working through each of the 8 State Priorities. The team reviewed published documentation, evaluated current practices, and reviewed current and historical data to provide input for goals, actions and accountabilities. The team discussed and validated priority needs and verified the strengths and weaknesses of potential strategies.</p> <p>The LCAP Development Team members were initially provided with a complete overview and training of the Local Control Funding Formula and the roles and responsibilities of the team members related to the development of the LCAP.</p>	<p>disaggregated by stakeholder, review of academic and elective course offerings, and Student Services (Absentee and Suspension Data). This information laid the foundation for the LCAP Development Team to engage in informed conversations regarding the current status and needs of the District.</p> <p>By completing an initial training of LCFF and LCAP, team members were equipped with comprehensive information regarding the State's funding and the District's accountabilities.</p> <p>District needs were identified and the LCAP Development Team, divided into smaller groups, brainstormed actions utilizing resources, data and documentation.</p> <p>With open communication, discussions and debates, suggested actions were developed, ranked and prioritized. The input from the various representatives was critical to formulating the LCAP.</p> <p>The 6 meetings, scheduled over a 6-week period, allowed for the LCAP Development Team members to gain further input from their stakeholder groups to bring back to the next LCAP Development Team session.</p> <p>Members of the Superintendent's Advisory Committee and English Learner Advisory Committee provided the Interim Superintendent with immediate feedback that helped guide the process.</p> <p>Board presentations provided an opportunity to inform the public about the progress of development of the LCAP.</p> <p>The LCAP was developed outlining a three-year strategic plan to address student learning and achievement specifically targeting the needs of EL, Low Income and Foster Youth.</p>

Involvement Process	Impact on LCAP
<p>LCAP Development Team Meeting Dates:</p> <ul style="list-style-type: none"> • LCFF/LCAP training from School Services of California, Inc. 2/13/14 • State Priority #5: Student Engagement – 2/26/14 • State Priority #6: School Climate – 3/6/14 • State Priority #3: Parental Involvement – 3/6/14 • State Priority #2: Implementation of Common Core – 3/13/14 • State Priority #4: Student Achievement – 3/13/14 • State Priority #1: Basic Services (Williams) – 3/20/14 • State Priority #7: Access to the Broad Curriculum – 3/20/14 • State Priority #8: Other Student Outcomes – 3/20/14 • Final Meeting to Review all Priorities: 3/31/14 <p>The review of each State Priority, along with research and discussion, allowed the identification of Action/Service recommendations for the highest impact based on each of the Priority's goals.</p> <p>LCAP updates were provided to the Superintendent's Advisory Committee and District English Learner Advisory Committee (Ed Code 52062), during the LCAP process. Presentations by the Interim Superintendent were delivered at Board Meetings, updating the Board and the public on the progress of the LCAP development.</p> <p style="padding-left: 40px;">Superintendent's Advisory Council – 3/18/14 DELAC –3/19/14 – Childcare provided</p> <p>The Interim Superintendent presented three progress status updates at Board Meetings throughout the process and at the conclusion celebrated and acknowledged the efforts and contributions of the LCAP Development Team. LCAP Development Team members received a Certificate of Appreciation recognizing their significant contribution.</p> <p>The Interim Superintendent and Cabinet reviewed the LCAP Development Team recommendations and began the construction of the plan addressing each of the Action/Service recommendations that had the highest priority and/or greatest impact on student achievement.</p>	<p>Public comments will be solicited by the Interim Superintendent and reviewed and addressed in writing.</p> <p>Based on the comments received the LCAP plan was adjusted to reflected the addition of two School Nurses - one in year one and one in year two. In order to make this accommodation an Assistant Principal on Special Assignment was deleted. Additionally, the recommendation for an extended work year for Technology Liaisons will be considered as the LCAP is reviewed on an annual basis.</p> <p>With the Board adoption and County approval, the PSD LCAP and Budget will be implemented.</p> <p>The continuous monitoring and annual updating process of the LCAP will commence with the 2014 – 2015 school year.</p>

Involvement Process	Impact on LCAP
<p>On April 29, 2014, the LCAP Draft Document was presented to the Superintendent's Advisory Committee (SAC) and District English Learner Advisory Committee (DELAC) for comment.</p> <p>On April 30, 2014, the LCAP Draft Document was presented to representatives of both employee groups for comment.</p> <p>At the May 6th Board Meeting the LCAP Draft Document was shared and presented for Public Comment.</p> <p>Public Comment Period 4/29/14 – 5/20/14</p> <p>Forty-eight written comments were received, of those twenty-nine contained contact information. The Superintendent responded in writing to all comments received that contained contact information, including those from the members of the Superintendent's Advisory Committee (Parent Advisory Committee) and the District English Learner Advisory Committee (English Learner Parent Advisory Committee)</p> <p>Comments included:</p> <p>Commendations for a job well done in general and in particular the District level of stakeholder engagement and input. For example, one comment card read, "All stakeholders were given multiple opportunities to offer input."</p> <p>Several comments referenced the need for additional School Nurses to monitor student health needs.</p> <p>An additional set of comments recommended that the current Technology Liaisons be increased from an 11-month to a 12-month work year before hiring additional Technology Liaisons.</p> <p>Public comments were made at the Board of Trustees meetings during the public comment window praising the process and supporting the LCAP plan.</p> <p>The Public Hearing held on June 3, 2014. The LCAP plan approved and adopted on June 17, 2014.</p>	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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	
<i>In order to provide Equitable Learning Opportunities there is a need to:</i>	<u>Goal 1:</u> Increase student academic success in all curricula areas with an emphasis on English, Literacy, Mathematics and Science.							
1.1 Increase the number of all students who read at grade level and can access and apply the rigorous state standards (with particular emphasis on <i>third</i> grade student		ALL	LEA-Wide		Increase the number of students reading at grade level by the end of 3 rd grade by 5% over the base year.	Increase the number of students reading at grade level by the end of 3 rd grade by 5% over the base year.	Increase the number of students reading at grade level by the end of 3 rd grade by 5% over the base year.	<u>State Priorities:</u> 1: Basic Services 2: Implementation of State Standards 4: Student Achievement 7: 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 the identified metrics)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<u>METRIC</u> Performance on Standardized Tests (Smarter Balanced Assessment Consortium – SBAC and California Standards Test – CST) and Local Benchmark Assessment (Common Core Progress Monitoring - CCPM)								
1.2 Increase the number of students who can apply the mathematical practice standards (with particular emphasis on <i>eighth</i> grade).		ALL	LEA-Wide		Increase the number of students who can apply the mathematical standards at grade level by the end of 8 th grade by 5% over the base year.	Increase the number of students who can apply the mathematical standards at grade level by the end of 8 th grade by 5% over the base year.	Increase the number of students who can apply the mathematical standards at grade level by the end of 8 th grade by 5% over the base year.	<u>State Priorities:</u> 1: Basic Services 2: Implementation of State Standards 4: Student Achievement 7: 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 the identified metrics)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<u>METRIC</u> Performance on Standardized Tests (SBAC; CST; and CCPM)								
1.3 Make progress or growth on Common Core State Standards in ELA and Math. <u>METRIC</u> Performance on Standardized Tests (SBAC; CST; and CCPM)		ALL	LEA-Wide		Students will make 2% growth on Common Core State Standards in ELA and Math over the base year.	Students will make 2% growth on Common Core State Standards in ELA and Math over the base year.	Students will make 2% growth on Common Core State Standards in ELA and Math over the base year.	<u>State Priorities:</u> 1: Basic Services 2: Implementation of State Standards 4: Student Achievement 7: Course Access
1.4 Increase student access to the core program (with particular emphasis on Low Income, English Learners and Foster Youth) by providing necessary additional academic learning time.		Low Income, English Learners and Foster Youth	SCHOOL-Wide		At the lowest performing schools targeted students will participate in extended learning opportunities.	At the lowest performing schools targeted students will participate in extended learning opportunities.	At the lowest performing schools targeted students will participate in extended learning opportunities.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student Achievement 7: 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 the identified metrics)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<u>METRIC</u> Student access and enrollment in all required areas of study.								
1.5 Increase Reclassification Rates <u>METRIC</u> CELDT Reclassification Rates		English Learners	SCHOOL-Wide		Increase Reclassification Rates by 2% over the base year. CELDT AMA0 1 Annual Progress Districtwide and school results for EL students will meet/exceed CELDT targets. AMA0 2a and 2b Reclassification Districtwide and school results for reclassification will meet/exceed CELDT targets	Increase Reclassification Rates by 4% over the base year. CELDT AMA0 1 Annual Progress Districtwide and school results for EL students will meet/exceed CELDT targets. AMA0 2a and 2b Reclassification Districtwide and school results for reclassification will meet/exceed CELDT targets	Increase Reclassification Rates by 6% over the base year. CELDT AMA0 1 Annual Progress Districtwide and school results for EL students will meet/exceed CELDT targets. AMA0 2a and 2b Reclassification Districtwide and school results for reclassification will meet/exceed CELDT targets	State Priorities: 2: Implementation of State Standards 4: Student Achievement 7: 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 the identified metrics)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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1.6 Decrease numbers of long term English Learners <u>METRIC</u> CELDT Reclassification Rates		English Learners	SCHOOL-Wide		Decrease the Long Term English Learners by 2% from the base year.	Decrease the Long Term English Learners by 4% from the base year.	Decrease the Long Term English Learners by 6% from the base year.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student Achievement 7: Course Access
1.7 Decrease the Achievement Gap (with particular emphasis on African Americans, English Learners, Low Income Students, Foster Youth and Special Ed) <u>METRIC</u> Performance on Standardized Tests (SBAC; CST; and CCPM)		African Americans English Learners, Low Income Students, Foster Youth, Special Education	LEA-Wide		Decrease the Achievement Gap by 2% from the base year.	Decrease the Achievement Gap by 4% from the base year.	Decrease the Achievement Gap by 6% from the base year.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student Achievement
1.8 *Ensure teachers have ample time to plan for instruction of Common Core State	*Negotiated Item	ALL	LEA-Wide		*90% of Teachers will attend Weekly PLC/Planning Time.	*93% of Teachers will attend Weekly PLC/Planning Time.	*96% of Teachers will attend Weekly PLC/Planning Time.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student

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 the identified metrics)			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	
Standards. <u>METRIC</u> Participation in weekly scheduled planning time.								Achievement
1.9 Provide access to Foreign Language courses for all 7th and 8th grade students. <u>METRIC</u> Master Schedule		Intermediate Students	SCHOOL-Wide		Offer Foreign Language Electives at all Intermediate Schools.	Maintain Foreign Language Electives at all Intermediate Schools.		<u>State Priorities:</u> 7: Access to the Broad Curriculum 4: Student Achievement
1.10 Design Elementary School Schedules that will provide time for students to have access to PE <u>METRIC</u> Elementary Daily Schedule		Elementary School Students	SCHOOL-Wide		Elementary Schools will have access to PE Teachers	Elementary Schools will have access to PE Teachers		<u>State Priorities:</u> 7: Access to the Broad Curriculum 4: Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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>1.11 Increase the number of students in 5th and 7th grade who perform in the HFZ (Healthy Fitness Zone)</p> <p><u>METRIC</u> Fitnessgram</p>		ALL with specific focus on grade 5 and 7	LEA-Wide		Increase the number of students who perform in the HFZ by 2% from the base year.	Increase the number of students who perform in the HFZ by 2% from the base year.	Increase the number of students who perform in the HFZ by 2% from the base year.	<p><u>State Priorities:</u> 7: Access to the Broad Curriculum 4: Student Achievement 8: Other Student Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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	
<i>In order to create Student Engagement and a Positive Climate and Culture there is a need to:</i>	<u>Goal 2:</u> Create a safe and welcoming learning environment that connects and engages students, parents, staff and the community.							
2.1 Reduce the total number of days missed by students identified as having chronic absenteeism. <u>METRIC</u> Attendance Rates and Chronic Absenteeism Rates		ALL	LEA-Wide		Overall Attendance Rates will increase 0.5% and Chronic Absenteeism will decrease by 5% from the base year.	Overall Attendance Rates will increase 0.5% and Chronic Absenteeism will decrease by 7% from the base year.	Overall Attendance Rates will increase 0.5% and Chronic Absenteeism will decrease by 9% from the base year.	<u>State Priorities:</u> 5: Student Engagement
2.2 Identify Middle School Dropout Rates.		Intermediate School Students	Intermediate School Students		Establish a method for tracking and	Decline in number of students that	Decline in number of students that	<u>State Priorities:</u> 5: Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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	
<u>METRIC</u> Middle School Dropout Rate.					developing a baseline for dropout rates.	have been identified as an 8 th grade dropout.	have been identified as an 8 th grade dropout.	
2.3 Decrease the number of suspension and expulsions related to (K-Code Violations) <u>METRIC</u> Student Suspension and Expulsion Rates		ALL	LEA-Wide and School-Wide		Reduce the number of K-Code suspensions by 10% and reduce or maintain the current level of expulsion from the base year.	Reduce the number of K-Code suspensions by 12% and reduce or maintain the current level of expulsion from the base year.	Reduce the number of K-Code suspensions by 14% and reduce or maintain the current level of expulsion from the base year.	<u>State Priorities:</u> 6: School Climate
2.4 Decrease the disproportionality of suspensions of African American males. <u>METRIC</u> Student Suspension Rates		African American Males	SCHOOL-Wide		Reduce the suspension rate for African American males by 5% from the base year.	Reduce the suspension rate for African American males by 7% from the base year.	Reduce the suspension rate for African American males by 10% from the base year.	<u>State Priorities:</u> 6: School Climate
2.5 Ensure that students have transition support from 6th grade to 7th grade			LEA-Wide		90% of the 6 th grade students will participate in at least one	90% of the 6 th grade students will participate in at least one	90% of the 6 th grade students will participate in at least one	<u>State Priorities:</u> 6: 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 the identified metrics)			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>and from 8th grade to 9th grade.</p> <p><u>METRIC</u> Field Trips to Middle Schools for 6th Grade Students and Field Trips to High Schools for 8th Grade Students Agendas, Schedules and Minutes for Transition Activities</p>					<p>transition activity prior to entering 7th grade.</p> <p>60% of the 8th grade students will participate in at least one transition activity prior to entering 9th grade.</p>	<p>transition activity prior to entering 7th grade.</p> <p>70% of the 8th grade students will participate in at least one transition activity prior to entering 9th grade.</p>	<p>transition activity prior to entering 7th grade.</p> <p>75% of the 8th grade students will participate in at least one transition activity prior to entering 9th grade.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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	
<i>In order to Provide High Quality Service and Support there is a need to:</i>	Goal 3: Recruit, hire, train, and retain high quality staff committed to all students and the Mission of the Palmdale School District.							
3.1 Build/Increase capacity of teachers to implement the Common Core State Standards. <u>METRIC</u> Implementation of CCSS including Professional Development Plan, Agendas, and Minutes		ALL	LEA-Wide		Increase in number of teacher participation in CCSS Professional Development by 10% from the base year.	Increase in number of teacher participation in CCSS Professional Development by 15% from the base year.	Increase in number of teacher participation in CCSS Professional Development by 20% from the base year.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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>3.2 Provide necessary support to implement instructional technology aligned to Common Core to ensure the highest level of student achievement.</p> <p><u>METRIC</u> Increased application of instructional technology. Agendas, Minutes and Sign-ins.</p>		ALL	LEA-Wide		Implementation and participation in "Ed Tech Tuesdays" Development of the District Educational Technology Plan.	Increase in participation in Tuesdays" by 10% of the base year and the application of instructional technology to deliver the Common Core.	Increase in participation in "Ed Tech Tuesdays" by 15% of the base year and the application of instructional technology to deliver the Common Core.	<u>State Priorities:</u> 2: Implementation of State Standards 4: Student Achievement
<p>3.3 Provide sufficient support staff to maintain a safe and clean environment.</p> <p><u>METRIC</u> Number of completed work orders.</p>		ALL	LEA-Wide		Increased number of completed work orders by 2% over the base year.	Increased number of completed work orders by 4% over the base year.	Increased number of completed work orders by 6% over the base year.	<u>State Priorities:</u> 1: 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 the identified metrics)			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	
<i>In order to increase our Family and Community Partnerships we need to:</i>	<u>Goal 4:</u> Engage parents, families and communities to increase learning and support student success.							
4.1 Increase support for all parents with emphasis on the parents of English Language Learners, Low-Income students, and Foster Youth. <u>METRIC</u> Attendance at Parent Events and Meetings. Schedules, Agendas and Minutes		English Language Learners, Low-Income Students, and Foster Youth	SCHOOL-Wide		Increase the number of workshops offered at schools by 2 over the base year. <i>All schools will develop and implement a Parent and</i>	Increase the number of workshops offered at schools by 3 over the base year. <i>All schools will develop and implement a Parent and</i>	Increase the number of workshops offered at schools by 4 over the base year. <i>All schools will develop and implement a Parent and</i>	<u>State Priorities:</u> 3: Parent Involvement <i>State Priorities:</i> 3: Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on the identified metrics)			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	
Healthy Kids Survey, School Climate Survey - staff; School Climate Survey - parents					Student Engagement Plan with goals to increase parent and student leadership, engagement and positive perception based on the Healthy Kids and School Climate surveys.	Student Engagement Plan with goals to increase parent and student leadership, engagement and positive perception based on the Healthy Kids and School Climate surveys.	Student Engagement Plan with goals to increase parent and student leadership, engagement and positive perception based on the Healthy Kids and School Climate surveys.	
4.2 Increase parent involvement in PTA, SSC, Parent Academy and Parent Volunteers. METRIC PTA Membership SSC Attendance Volunteer Log Parent Academy completion rate.		ALL	LEA-Wide		Increase membership and attendance in PTA, SSC, Parent Academy and Volunteers by 5% over the base year.	Increase membership and attendance in PTA, SSC, Parent Academy and Volunteers by 6% over the base year.	Increase membership and attendance in PTA, SSC, Parent Academy and Volunteers by 7% over the base year.	State Priorities: 3: Parent Involvement

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 Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1: Increase student academic success in all curricula areas with an emphasis on English, Literacy, Mathematics and Science.							
Goal 1	State Priorities: 1: Basic Services	Provide State Adopted Textbooks/Materials	LEA-Wide BASE Grant		\$3,446,595	\$1,500,000	\$3,446,595
Goal 1.1, 1.2, and 1.3	State Priorities: 2: Implement State Standards 4: Student Achievement	*Provide additional PLC time for each teacher by extending the pupil day 12 minutes in order to “bank” 60 minutes per week for planning. *Negotiated Item	LEA-Wide		\$2,105,438	\$2,105,438	\$2,105,438

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1.1 and 1.4	State Priorities: 4: Student Achievement 5: Engagement 7: Access to the Broad Curriculum	Provide a 2 Week Intersession Program for most at risk schools for intervention. Transportation for: 1. Intersession 2. Intervention 3. Schools of Choice - Dos Caminos and Los Amigos 4. Intramural Sports	Targeted and Selected Students		Teaching Staff \$1,201,479 Transportation \$533,947	Teaching Staff \$1,201,479 Transportation \$533,947	Teaching Staff \$1,201,479 Transportation \$533,947
Goal 1.2	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Provide a Math Coordinator	LEA-Wide		\$98,800	\$98,800	\$98,800
Goal 1.9	State Priorities: 7: Access to the Broad Curriculum	Align and increase access to the broad curriculum by providing a Foreign Language Teacher at each Intermediate School	Intermediate Schools			\$507,885	\$507,885

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1.7	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Provide a Director of Academic Achievement for Target Populations	LEA-Wide		\$150,320 (1 FTE)	\$150,320 (1 FTE)	\$150,320 (1 FTE)
Goal 1.1 1.3	State Priorities: 2: Implement State Standards 4: Student Achievement	Coordinator of Student Testing and Assessment	LEA-Wide		\$12,682 (.1 FTE)	\$12,682 (.1 FTE)	\$12,682 (.1 FTE)
Goal 1.1, 1.3, and 1.7	State Priorities: 2: Implement State Standards 3: Parent Involvement 4: Student Achievement 7: Access to the Broad Curriculum	Coordinator of Student Intervention /Professional Development	LEA-Wide		\$50,562 (.4 FTE)	\$50,562 (.4 FTE)	\$50,562 (.4 FTE)
Goal 1.1 and 1.5	State Priorities: 2. Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum 8: Other Student Outcomes	Provide Bilingual & Instructional Assistants	Selected School Sites		\$454,437	\$454,437	\$454,437

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1.1 Goal 4.1, 4.2	State Priorities: 4: Student Achievement 3: Parent Involvement	Provide Coordinator of State and Federal Programs /Parent Community Outreach	LEA-Wide		\$28,309 (.23 FTE)	\$28,309 (.23 FTE)	\$28,309 (.23 FTE)
Goal 1.1, 1.2, and 1.3	State Priorities: 2. Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Provide Instructional Materials	LEA-Wide			\$1,000,000	\$1,000,000
Goal 1.1	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Professional Development for Certificated and Classified Employees	LEA-Wide		\$675,000	\$1,350,000	\$1,350,000
Goal 1.1, 1.3, 1.4, and 1.7	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Provide Instructional Coaches – with a focus on English Learners and Special Education	Selected School Sites			\$528,352	\$528,352
Goal 1.1, 1.3, 1.4, and 1.7	State Priorities: 2: Implement State Standards	Provide (1 FTE) Learning Support Teacher and (2	District Level and Selected School Sites		\$325,368	\$325,368	\$325,368

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
	4: Student Achievement 7: Access to the Broad Curriculum	FTE) Curriculum Resource Teachers					
Goal 1.8 1.10 and 1.11	State Priorities: 4: Student Achievement 7: Access to the Broad Curriculum 8: Other Student Outcomes	Physical Education Teachers	Split assignments at Elementary Sites			\$711,039	\$711,039

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 2: Create a safe and welcoming learning environment that connects and engages students, parents, staff and the community.							
Goal 2	State Priorities: 1: Basic Services	Maintain facilities in good repair	LEA-Wide BASE Grant		\$2,918,998	\$4,464,277	\$4,465,695
Goal 2.1	State Priorities: 5: Student Engagement 6: Climate	*Increase Health Aide Hours from 5.75 Hours to 8.0 Hours at each of 26 school sites. *Negotiated Item	LEA-Wide		\$547,475	\$547,475	\$547,475
		Add School Nurses	LEA-Wide		\$77,000	\$154,000	\$154,000
Goal 2.1, 2.3	State Priorities: 5: Engagement 6: Climate	Increase number of Psychologists from 18 to 24.	LEA-Wide		\$107,406 (.20 FTE)	\$107,406 (.20 FTE)	\$107,406 (.20 FTE)
Goal 2.1, 2.2, 2.3 and 2.4	State Priorities: 2: Implement State Standards	Provide transportation for students to attend	Specific Schools			\$53,395	\$53,395

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
	4: Student Achievement 5: Engagement 6: Climate	specialized intervention program at Oak Tree.					
Goal 2.1, 2.3, 2.4 and 2.5	State Priorities: 5: Engagement 6: School Climate	Increase the number of Assistant Principals	LEA-Wide		\$3,510,750	\$3,744,678	\$3,744,678
Goal 2.1, 2.3 and 2.4	State Priorities: 4: Student Achievement 5: Student Engagement 6: School Climate	Provide Intramural Sports	Intermediate Schools		\$193,200	\$193,200	\$193,200
Goal 2.1, 2.3, 2.4	State Priorities: 3: Parent Involvement 5: Student Engagement 6: School Climate	Provide Student Intervention Specialists	Selected Schools		\$85,396	\$85,396	\$85,396
Goal 2.1, 2.3, 2.4	State Priorities: 3: Parent Involvement 5: Engagement	Community Attendance Workers	LEA-Wide and Selected Schools			\$258,498	\$258,498
Goal 2.1, 2.2, 2.3, and 2.4	State Priorities: 5: Student Engagement 6: School Climate	Provide School Resource Officers	LEA-Wide		\$489,805	\$489,805	\$489,805

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 2.1, 2.2, 2.3 and 2.4	<u>State Priorities</u> 5. Student Engagement 6. School Climate	Provide a Student Information Services Supervisor to provide data for attendance and other metrics	LEA-Wide		\$88,290	\$88,290	\$88,290
Goal 2.1	<u>State Priorities</u> 5. Student Engagement	Provide Contract Consultant firm SIA to alert attendance issues – “Attention to Attendance”	LEA-Wide		\$70,000	\$70,000	\$70,000
Goal 2.1	<u>State Priorities</u> 4. Student Achievement 5. Student Engagement	Provide Transportation to Students to assure they will get to school based on challenges of highways and road conditions that might otherwise be unsafe for students to walk to school	LEA-Wide		\$1,260,000	\$1,260,000	\$1,260,000

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 3: Recruit, hire, train, and retain high quality staff committed to all students and the Mission of Palmdale School District.							
Goal 3	State Priorities: 1: Basic Services	Provide staffing and classroom teachers	LEA-Wide BASE Grant		\$55,382,427	\$55,382,427	\$55,382,427
Goal 3.3	State Priorities: 1: Basic Services 5: Student Engagement 6: School Climate	Increase the number of Maintenance, Grounds Workers, and Custodians	LEA-Wide		Maintenance \$172,331 Grounds \$158,014	Maintenance \$0 Grounds \$158,014 Custodians \$643,630	Maintenance \$0 Grounds \$158,014 Custodians \$643,630
Goal 3.2	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Provide an Educational Technology Coordinator	LEA-Wide		\$98,800 (1 FTE)	\$98,800 (1 FTE)	\$98,800 (1 FTE)
Goal 3.2	State Priorities	Provide technology	LEA-Wide		\$176,800	\$826,800	\$1,476,800

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
	2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	equipment to support the instructional setting					
Goal 3.2	State Priorities: 2: Implement State Standards 4: Student Achievement 7: Access to the Broad Curriculum	Increase the number of Tech Liaisons	LEA-Wide assigned to school sites		\$979,579	\$1,280,988	\$1,280,988
Goal 1.1 and 3.1	State Priorities: 1: Basic Services 2: Implement State Standards 4: Student Achievement	Increase Library Aides from 8 Aides that service 26 schools to 26 Aides – 1 per site for 4 hours per day District Library Aide	LEA-Wide assigned to school sites		Site Library Aides \$309,145 District Level Library Aide \$63,895	Site Library Aides \$309,145 District Level Library Aide \$63,895	Site Library Aides \$309,145 District Level Library Aide \$63,895
Goal 3.1	State Priorities 2: Implement State Standards 4: Student Achievement	Provide certificated teacher incentive stipends and Initial Step Placement Incentives to assure highly qualified and experience teacher recruitment and retention	LEA-Wide		Teacher Incentive Stipends \$250,000 Step Placement Incentives \$95,000	Teacher Incentive Stipends \$250,000 Step Placement Incentives \$95,000	Teacher Incentive Stipends \$250,000 Step Placement Incentives \$95,000

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1 Goal 2 Goal 3 Goal 4	<u>State Priorities:</u> 2: Implement State Standards 3: Parent Involvement 4: Student Achievement 5: Student Engagement 6: School Climate 7: Access to the Broad Curriculum 8: Other Student Outcomes	Provide Supplemental Concentration Site Allocations for supplies/services to support high needs students (EL, Low Income and Foster Youth) that is equal to or greater than 2012-13 State Economic Impact Aid (EIA-EL and EIA-SCE) funding that support the LCAP goals.	School-Wide		Per pupil funding allocated for each site based upon unduplicated student populations – funding can be used for certificated and classified staffing and benefits, materials and supplies, contract services and equipment – revised budgets will be submitted by sites inclusive in the SPSA.	Per pupil funding allocated for each site based upon unduplicated student populations – funding can be used for certificated and classified staffing and benefits, materials and supplies, contract services and equipment – revised budgets will be submitted by sites inclusive in the SPSA.	Per pupil funding allocated for each site based upon unduplicated student populations – funding can be used for certificated and classified staffing and benefits, materials and supplies, contract services and equipment – revised budgets will be submitted by sites inclusive in the SPSA.
					Targeted Students \$456,408	Targeted Students \$4,007,890	Targeted Students \$6,354,214

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4: Engage parents, families and communities to increase learning and support student success.							
Goal 4.1, 4.2	State Priorities: 3: Parent Involvement 5: Student Engagement 6. Climate and Culture	Provide 5.75-hour Parent/Program Community Liaisons at all schools.	LEA-Wide		\$599,908	\$599,908	\$599,908
Goal 4.1, 4.2	State Priorities: 3: Parent Involvement 4: Student Achievement 5: Student Engagement 6. Climate and Culture	Provide Cultural Proficiency Training for all Staff.	LEA-Wide		\$30,000	\$90,000	\$120,000

Goal (Include and identify all goals from Section 2) (Related Needs)	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?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4.1	State Priorities: 3: Parent Involvement 4: Student Achievement	Bilingual Administrative Clerk/Bilingual Clerk Typist to support parents at the District level.	LEA-Wide		\$82,428	\$82,428	\$82,428
Goal 4.1	State Priorities: 3: Parent Involvement 4: Student Achievement	District Translator for all District correspondence sent home to parents.	LEA-Wide		\$38,868	\$38,868	\$38,868
Goal 4.1	State Priorities: 3: Parent Involvement 4: Student Achievement	District Program Liaison for Migrant Education Program	District		\$30,431	\$30,431	\$30,431
Goal 4.1	State Priorities 3: Parent Involvement 4: Student Achievement	Provide a Certificated Director to oversee student interventions of selected targeted groups with particular emphasis on Foster Youth Provide secretary to support Certificated Director	LEA-Wide (District)		Director \$90,518 .67 FTE Secretary \$62,239	Director \$90,518 .67 FTE Secretary \$62,239	Director \$90,518 .67 FTE Secretary \$62,239

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 re-designated 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 re-designated 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
Goal 1, 2, 3, and 4	State Priorities: 1, 2, 3, 4, 5, 6, 7, and 8	For Low Income Students: Schools will be allocated funds based on the number of students qualifying for free or reduced meals to support specific need and increase services.	School-Wide		Actions and Services will be determined by each school based on need of targeted students (EL, Low Income, and Foster Youth) and with input from School Site Council consistent with LCAP Goals. \$591,640	Actions and Services will be determined by each school based on need of targeted students (EL, Low Income, and Foster Youth) and with input from School Site Council consistent with LCAP Goals. \$591,640	Actions and Services will be determined by each school based on need of targeted students (EL, Low Income, and Foster Youth) and with input from School Site Council consistent with LCAP Goals. \$1,183,280
Goal 1, 2, 3, and 4	State Priorities: 1, 2, 3, 4, 5, 6, 7, and 8	For English Learners: Schools will be allocated funds based on the number of students identified as English Learners to	School-Wide		Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals.	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals.	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals.

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
		support specific need and increase services.			\$253,560	\$253,560	\$507,120
Goal 1, 2, 3, and 4	State Priorities: 1, 2, 3, 4, 5, 6, 7, and 8	For Foster Youth: Schools will be allocated funds based on the number of Foster Youth to support specific need and increase services.	School-Wide		Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$67,616	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$67,616	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$135,232
Goal 1, 2, 3, and 4	State Priorities: 1, 2, 3, 4, 5, 6, 7, and 8	For Re-designated Fluent English proficient pupils: Schools will be allocated funds based on the number of students re-designated as Fluent English proficient to support specific need and increase services.	School-Wide		Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$16,904	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$16,904	Actions and Services will be determined by each school based on need and with input from School Site Council consistent with LCAP Goals. \$33,808

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.)

For the 2014-15 school year, approximately \$15.6 million of LCFF Supplemental and Concentration Grant funds were budgeted district wide for expenditures such as: increasing staffing to better meet student needs, adding additional professional development/planning time, technology support and textbooks. Of the \$15.6 million, \$929,720 was specifically allocated to 26 school sites based on their unduplicated numbers of EL, Low Income and Foster Youth, and Re-designated Students to ensure that schools can make decisions to support the Actions and Services determined by each school based on need and with input from School Site Council consistent with LCAP Goals. We should note that the Palmdale School District has a free and reduced lunch count in excess of 85%, therefore, many of the previously listed expenditures are planned for LEA-Wide.

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

The Palmdale School District has an unduplicated Low Income, EL, and Foster Youth percentage in excess of 85%. Therefore the increase in funding over our base amount of 13% is targeted LEA-Wide. In order to meet the differentiated and specific needs of these populations, each school will receive a designated allocation to address specific needs over and above the funding formula based on their individual percentage of the targeted students to provide increased services.

Palmdale School District				
Minimum Proportionality Percentage (MPP):				
Summary Supplemental & Concentration Grants				
		2014 - 2015	2015 - 2016 **	2016 - 2017 **
A-1	Estimated LCFF Funding	\$ 133,610,766	\$ 147,365,987	\$ 154,690,835
A-2	Transportation and TIG Funding	\$ 1,368,231	\$ 1,368,231	\$ 1,368,231
B-1	2014-15 Supplemental & Concentration Grants at Target	\$ 45,084,734	\$ 45,251,736	\$ 45,471,606
B-2	Estimated Prior Year LCFF Funds Spent on Unduplicated Pupils in Addition to What was spent on All Pupils	\$ 4,204,510	\$ 15,671,413	\$ 24,660,873
B-3	Difference (B-1 - B-2)	\$ 40,880,224	\$ 29,580,323	\$ 20,810,733
	Estimated Gap Funding Rate	28.05%	30.39%	19.50%
B-4	Funded Portion of the Estimated Increase in Supplemental and Concentration Grants (B-3 x Gap %)	\$ 11,466,903	\$ 8,989,460	\$ 4,058,093
B-5	Estimated Total Funding for Unduplicated Pupils (B-4+B-2)	\$ 15,671,413	\$ 24,660,873	\$ 28,718,966
B-6	Estimated LCFF Funding Available to Serve All Students	\$ 116,571,122	\$ 121,336,883	\$ 124,603,638
B-7	Minimum Proportionality Percentage * (B-5/B-6)	13.44%	20.32%	23.05%
* Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year				
** Requirements for LEA to demonstrate how it is meeting proportionality percentage required only in current year				

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.