

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

**Introduction:**

**LEA: Alexander Valley Union School District**

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**LCAP Year 2013-14**

***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>October-November</b></p> <p><u>Inform &amp; Educate:</u> Information was shared and discussed at/in the:</p> <ul style="list-style-type: none"> <li>• September 18, 2013 District Curriculum Committee Meeting</li> <li>• October 15, 2013 School Site Council Meeting</li> <li>• October 15, 2013 Board of Trustees’ Meeting</li> <li>• October 16, 2013 District Curriculum Committee Meeting</li> <li>• October 22, 2013 <i>Tuesday Mail</i> Newsletter</li> <li>• November 8, 2013 ELAC Meeting</li> <li>• November 14, 2013 School Site Council Meeting</li> <li>• November 19, 2013 Board of Trustees’ Meeting</li> <li>• November 20, 2013 District Curriculum Committee Meeting</li> <li>• December 10, 2013 <i>Tuesday Mail</i> Newsletter</li> <li>• December 10, 2013 Board of Trustees’ Meeting</li> <li>• December 4, 2013 ELAC Meeting</li> <li>• January 14, 2014 School Site Council Meeting</li> </ul>	<p><b>Board Meeting Input</b></p> <ul style="list-style-type: none"> <li>• Board members and staff were in attendance at the October, November and December, board meetings.</li> </ul> <p><b>Written Communications</b></p> <ul style="list-style-type: none"> <li>• The newsletter is published weekly to all families and additional copies are available in the school office. No feedback or contact for more information came from the published article on LCFF and LCAP plans in November &amp; December.</li> </ul> <p><b>Stakeholder Meeting Input</b></p> <ul style="list-style-type: none"> <li>• 12 ELAC representatives met with administration to discuss concerns for their children’s learning and continued progress.</li> <li>• 25-30 parents (in person and on-line) attended the Stakeholder Input meeting held on Jan. 23, 2014. Trustees, staff, parents, and community members engaged the four</li> </ul>

## **December-January**

### Engage Stake-Holders

- At the SSC meeting on November 14, 2013, and January 14, 2014, the council reviewed the LCFF/LCAP information, and reviewed the process for gathering input from district stakeholders.
- At the December 4<sup>th</sup> DELAC & Family Parent Education Night, information was shared, and parents gave input.
- January 23, 2014 Stakeholder Input Meeting held, input gathered in person and on-line.

## **February-April**

### Process input and data

- Stakeholder input and results of the Bright Bytes Survey were evaluated for themes and needs at the:
  - February 5, 2014 District Technology Committee meeting
  - February 7, 2014 ELAC Meeting
  - February 11, 2014 School Site Council Meeting
  - February 11, 2014 Board of Trustees' Meeting
  - February 14, 2014 District Facilities Committee Meeting
  - March 2, 2014 District Technology Committee meeting
  - March 5, 2014 District Curriculum Committee meeting
  - March 7, 2014 ELAC Meeting
  - March 11, 2014 School Site Council Meeting
  - March 14, 2014 Alexander Valley School Parents' Club Meeting
  - March 14, 2014 District Facilities Committee Meeting
- Based on input from the District Committees, ELAC, and the Board, the School Site Council met on the following dates to develop goals:
  - April 8, 2014
  - May 12, 2014
- The Goals were discussed and modifications proposed at the:
  - April 9, 2014 Faculty Meeting
  - April 15, 2014 Board of Trustees' Meeting

questions designed to surface needs and possible goals. Discussion focused on "Pupil Outcomes," "Conditions of Learning" and "Engagement."

### **District Committee/School Site Council Processing**

- District representative groups analyzed the stakeholder input, assessment data, and survey results to identify the needs and identify goals.
- District certificated and classified staff met to review suggested goals and provide input.
- The School Site Council met to develop and refine goals

<ul style="list-style-type: none"><li>• April 15, 2014 District Curriculum Committee Meeting</li><li>• April 17, 2014 Instructional Assistants' Meeting</li><li>• April 25, 2014 District Facilities Committee Meeting</li><li>• May 7, 2014 District Technology Committee Meeting</li><li>• May 9, 2014 ELAC Meeting</li></ul>	
<p><b>Priorities Identified (unranked):</b></p> <ol style="list-style-type: none"><li>1. Athletics, Physical Education</li><li>2. Bilingualism for students and for staff</li><li>3. "4 c's"</li><li>4. Technology (integrated into the learning, available to families, digital citizenship)</li><li>5. Project based learning, collaboration</li><li>6. Garden/nutrition/wellness</li><li>7. Multipurpose room</li><li>8. Continued academic progress for all students</li><li>9. Digital citizenship for students, staff, and parents</li><li>10. Student writing</li><li>11. Reading comprehension</li><li>12. Mathematical problem solving</li></ol>	

## **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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. Students need to be proficient in the common core standards.</p> <p>Metrics: 69% advanced or proficient on 2013 ELA CST, 47% advanced or proficient on district 3/2014 ELA CCCSS-aligned benchmark</p>	<p>1A. Improve reading comprehension for all students</p> <p>1B. All students read at grade level by the end of third grade, or have IEP/504 Plan (interventions)</p> <p>1C. Improve written expression for all</p>	<p>1A. All, with special focus for EL students</p> <p>1B. All, with special focus for EL students</p> <p>1C. All, with special focus for EL</p>	<p>1A. Alexander Valley School</p> <p>1B. Alexander Valley School</p> <p>1C. Alexander</p>	<p>1A. Establish baseline data in district benchmark assessments</p> <p>1B. Establish baseline data in district benchmark assessments</p> <p>1C. Establish baseline data in district</p>	<p>1A. Increase proficient and advanced by 10% over baseline</p> <p>1B. Increase number of students reading at grade level by third grade by 10%</p> <p>1C. Increase proficient and</p>	<p>1A. Increase proficient and advanced by 10% over 2015-16</p> <p>1B. Increase number of students reading at grade level by 3<sup>rd</sup> grade by 10% over 2015/16 levels</p> <p>Increase proficient and</p>	<p>Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)</p>	



<p>72% proficient or advanced on 3/2014 math CA Content Standards-aligned benchmark</p> <p>EL students average 1.0 level growth per year on CELDT</p> <p>15% of EL students are reclassified RFEP per year, 2011-2014</p>	<p>students</p> <p>1D. Improve mathematical problem solving for all students</p> <p>1E. Develop and implement student assessment systems that hold students accountable individually and as a group</p> <p>1F. Maintain degree student CELDT improvement and RFEP reclassification rates</p>	<p>students</p> <p>1D. All, with special focus for EL students</p> <p>1E. All, with special focus for EL students</p> <p>1F. EL students</p>	<p>Valley School</p> <p>1D. Alexander Valley School</p> <p>1E. Alexander Valley School</p> <p>1F. Alexander Valley School</p>		<p>benchmark assessments</p> <p>1D. Establish baseline data in district benchmark assessment</p> <p>1E. Identify and implement ELA assessments and rubrics for individual and group work</p> <p>1F. Maintain and expand ELD support for identified students</p>	<p>advanced by 10% over baseline</p> <p>1D. Increase proficient and advanced by 10% over baseline</p> <p>1E. Identify and implement math assessments and rubrics for individual and group work</p> <p>1F. Maintain and expand ELD support for identified students</p>	<p>advanced by 10% over 2015-16</p> <p>1C. Increase proficient and advanced by 10% over 2015-16</p> <p>1D. Increase proficient and advanced by 10% over 2015-16</p> <p>1E. Refine ELA and math assessments</p> <p>1F. Maintain and expand ELD support for identified students</p>	
<p>2. All students need Common Core aligned</p>	<p>2. Adopt CCCSS aligned mathematics text books</p>	<p>2. All, with special focus for EL</p>	<p>2. Alexander Valley School</p>		<p>2. All students will have CCCSS</p>	<p>2. All students will have CCCSS</p>	<p>2. All students will have CCCSS</p>	<p>Basic Services (1), Implementation of CCCSS (2), Student</p>

<p>text books</p> <p>Metrics: All students have CCCSS aligned ELA materials with support materials included</p>		<p>students</p>			<p>aligned math texts</p>	<p>aligned math texts</p>	<p>aligned math texts</p>	<p>Achievement (4), Course Access (7)</p>
<p>3. All students need to do 21<sup>st</sup> century work</p> <p>Metrics: Bright bytes: teacher and student use of 4C's "emerging," 27% of students report ease with foundational skills, 13% familiar with digital citizenship, per Bright Bytes 1/2014 assessment)</p>	<p>3A.Integrate digital technology into the day-to-day instruction to support 4-c's</p> <p>3B.Develop and implement grade level specific experiential/project-based learning activities, aligned to the CCCSS, in social studies and science</p> <p>3C. Provide community-based learning opportunities for students</p> <p>3D Develop grade level tech skills expectations</p> <p>3E.Build students' abilities to be resourceful when using</p>	<p>3. All, with special focus for EL students</p>	<p>3. Alexander Valley School</p>		<p>3. Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over Jan. 2013 for students and staff</p>	<p>3. Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff</p>	<p>3. Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2015-16 for students and staff</p>	<p>Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)</p>

	technology							
4. All teachers need to be highly qualified  Metric: CBEDS Certificated assignment survey (100% of all teachers are HQT and appropriately placed)	4A. All teachers will remain highly qualified  4B. Develop long term professional development plans for certificated and classified staff	4A. All  4B. All	4A. Alexander Valley School  4B. Alexander Valley School		4A. 100% of teachers will be HQ and appropriately placed  4B. 100% of all teachers will have long term professional development plans	4A. 100% of teachers will be HQ and appropriately placed  4B. 100% of all classified employees will have long term professional development plans	4A. 100% of teachers will be HQ and appropriately placed  4B. 100% of all employees will have long term professional development plans	Basic Services (1), School Climate (6)
5. Students need to increase their levels of fitness and wellness  PFT: 76% of 5 <sup>th</sup> graders in HFZ 2011-12 and 2012-13 combined	5. Increase overall student wellness and physical fitness	5. All, with a special focus for EL and ED Students	5. Alexander Valley School		5. Increase students meeting fitness standards (PFT) by 10% over 2011-13	5. Increase students meeting fitness standards (PFT) by 10% over 2013-14	5. Increase students meeting fitness standards (PFT) by 10% over 2014-15	Course access (7), student engagement (5), other student outcomes (8)
6. Teachers need to develop instructional strategies that	6. Fully implement the gradual release of responsibility instructional model	6. All	6. Alexander Valley School		6. All teachers will implement the gradual	6. All teachers will implement the gradual	6. All teachers will implement the gradual	Basic services (1), school climate (6)

<p>lead to greater differentiation in the classroom</p> <p>Metric: stakeholder comments, Teacher observational data</p> <p>Baseline: GRR in use 50% of the time in 3 of 7 classrooms</p>					release of responsibility instructional model in ELA	release of responsibility instructional model in ELA and mathematics	release of responsibility instructional model in ELA, mathematics, and science	
<p>7. Students need to persevere in the face of academic challenges</p> <p>Metric: stakeholder comments</p> <p>Baseline: 10 unsolicited stakeholder comments</p>	<p>7. Support students to develop perseverance and problem solving strategies in the face of academic challenges</p>	<p>7. All</p>	<p>7. Alexander Valley School</p>		<p>7. Certificated staff will develop a strategy to measure and increase students' perseverance</p>	<p>7. Certificated staff will implement a strategy to measure and increase students' perseverance</p>	<p>7. Students will demonstrate greater perseverance as measured by teacher observation</p>	<p>School climate (6), student engagement (5)</p>
<p>8. Students need a safe and secure school environment</p> <p>Metric: 2 at-home suspensions in</p>	<p>8. Maintain safe and secure school environment</p>	<p>8. All</p>	<p>8. Alexander Valley School</p>		<p>8. Maintain school suspensions to less than 2 per year and expulsions at 0 per year</p>	<p>8. Maintain school suspensions to less than 2 per year and expulsions at 0 per year</p>	<p>8. Maintain school suspensions to less than 2 per year and expulsions at 0 per year</p>	<p>Basic services (1), school climate (6)</p>

<p>2012-13, 0 at-home suspensions in 2013-14 0 expulsions in 2013-14</p> <p>Informal school climate surveys indicate students feel safe and secure at school.</p>					<p>8A. Investigate appropriate school climate survey</p>	<p>8A. Administer appropriate school climate survey for a baseline</p>	<p>8A. Administer appropriate school climate survey and improve over 2015/16 baseline</p>	
<p>9. Students need to improve their level of school engagement</p> <p>Metric: 12% of students have &gt;3 unexcused absences</p> <p>School Attendance for 2013-14 was 96.75%</p> <p>All students have access to all courses</p>	<p>9. Maintain and improve high attendance totals</p>	<p>All</p>	<p>Alexander Valley School</p>		<p>9. Maintain attendance rate and reduce the number of students with &gt;3 unexcused absences to 10% of total</p> <p>9a. Maintain 100% course access for all students</p>	<p>9. Maintain attendance rate and reduce the number of students with &gt;3 unexcused absences to 8% of total</p> <p>9a. Maintain 100% course access for all students</p>	<p>9. Maintain attendance rate and reduce the number of students with &gt;3 unexcused absences to 6% of total</p> <p>9a. Maintain 100% course access for all students</p>	<p>School climate (6), student engagement (5), parental involvement (3)</p>
<p>10. Parents need to remain engaged in their children's education</p>	<p>10A. Increase overall student wellness and physical fitness</p>	<p>10A. All, with special focus on EL and ED families</p>	<p>10A. Alexander Valley School</p>		<p>10A. All students have classes from PE/Health/</p>	<p>10A. All families will receive outreach from</p>	<p>10A. Families and students will continue to have instruction</p>	<p>Parent involvement (3), student engagement (5), course access (7)</p>

<p>Metric: Stakeholder input, Home Tech Survey, Bright Bytes Survey</p> <p>Baseline: 9 unsolicited comments on wellness in stakeholder input, 20% of homes do not have high speed internet based on home tech survey,</p>	<p>10B. Connect with parents and supplement home tech infrastructure</p> <p>10C. Offer tech support at school for kids who don't have it at home</p> <p>10D. Offer Junior achievement program to all students</p> <p>10E. Engage parents and the community in the emergency response plan</p>	<p>10B. All, with special focus on EL and ED families</p> <p>10C. All, with special emphasis for ED students</p> <p>10D. All</p> <p>10E. All</p>	<p>10B. Alexander Valley School</p> <p>10C. Alexander Valley School</p> <p>10D. Alexander Valley School</p> <p>10E. Alexander Valley School</p>		<p>Garden instructor</p> <p>10B. Home tech survey completed by all families in the fall</p> <p>10C. The computer lab is open two days a week after school</p> <p>10D. Junior Achievement is offered in all classrooms</p> <p>10E. All families are aware of the emergency response plan</p>	<p>PE/Health/Garden instructor</p> <p>10B. Targeted families receive support to increase home tech</p> <p>10C. The computer lab is open three days a week after school</p> <p>10D. Junior Achievement is offered in all classrooms</p> <p>10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response</p>	<p>from PE/Health/Garden instructor</p> <p>10B. Targeted families continue to receive support</p> <p>10C. The computer lab is open four days a week after school</p> <p>10D. Junior Achievement is offered in all classrooms</p> <p>10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan</p>	
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						plan		
<p>11. The facilities need to remain up-to-date</p> <p>Metric:</p> <ul style="list-style-type: none"> <li>FIT survey 99.11% "good" ratings, overall "exemplary" rating</li> <li>Bright Bytes survey result "exemplary" for access</li> </ul>	<p>11A. Maintain up to date, current tech environment</p> <p>11B. Maintain up-to-date modern facility (all the facilities, actions)</p>	<p>11A. All</p> <p>11B. All</p>	<p>11A. Alexander Valley School</p> <p>11B. Alexander Valley School</p>		<p>11A. Classrooms will have up-to-date digital equipment</p> <p>11B. Maintain Exemplary FIT rating</p>	<p>11A. Classrooms will have up-to-date digital equipment</p> <p>11B. Maintain Exemplary FIT rating</p>	<p>11A. Classrooms will have up-to-date digital equipment</p> <p>11B. Maintain Exemplary FIT rating</p>	<p>Basic Services (1), School climate (6), student engagement (5),</p>

**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	Actions and Services	Level of Service (Indicate if school-wide or	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17



	2)		LEA-wide)				
Improve reading comprehension for all students	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Implement an early reading intervention program (K-2)</li> <li>Implement a reading comprehension intervention program (3<sup>rd</sup> – 6<sup>th</sup>)</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate and implement a “reading recovery” type early literacy intervention program (\$8,000 - \$20,535 Resource 0000)</li> <li>Evaluate and extend current reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$17,000 Resource 0000)</li> <li>Investigate and implement the On-line differentiated tutorial from Reading Wonders (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain “reading recovery” type early literacy intervention program (\$8,160-\$20,945 Resource 0000)</li> <li>Maintain revised reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$17,340 Resource 0000)</li> <li>Maintain the On-line differentiated tutorial from Reading Wonders (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain “reading recovery” type early literacy intervention program (\$8,323-\$21,363 Resource 0000)</li> <li>Maintain revised reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$17,686 Resource 0000)</li> <li>Maintain the On-line differentiated tutorial from Reading Wonders (no cost)</li> </ul>
<i>All students read at grade level by the end of third grade, or have IEP/504 Plan</i>	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Implement an early reading intervention program (K-2)</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate and implement an early reading intervention program (no cost)</li> <li>Investigate and hire credentialed early reading intervention position (\$8,000 to \$20,535 depending on date of implementation, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain “reading recovery” type early literacy intervention program (\$8,160-\$20,945, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain “reading recovery” type early literacy intervention program (\$8,323-\$21,363, Resource 0000)</li> </ul>
Improve written expression for all students	Implementation of the Common Core Standards (2) Student	<ul style="list-style-type: none"> <li>Provide a targeted writing intervention program for all students</li> </ul>			<ul style="list-style-type: none"> <li>Fully implement new English Language Arts text (no cost)</li> <li>Explore writing intervention program options (no cost to \$8,000, depending on</li> </ul>	<ul style="list-style-type: none"> <li>Continue to fully implement new English Language Arts text (no cost)</li> <li>Implement writing intervention program options</li> </ul>	<ul style="list-style-type: none"> <li>Continue to fully implement new English Language Arts text (no cost)</li> <li>Maintain writing intervention program options</li> </ul>

	Achievement (4) Course Access (7)				date of implementation Resource 0000)	(\$8,160, Resource 0000)	(\$8,323, Resource 0000)
Improve mathematical problem solving for all students	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Adopt and implement a CCCSS aligned mathematics program, K-6<sup>th</sup></li> <li>Implement a rapid response mathematics intervention pull out program (3<sup>rd</sup> - 6<sup>th</sup> grade)</li> <li>Implement a rapid response push-in mathematics intervention program (K-2<sup>nd</sup>)</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Fully implement new Mathematics text (\$18,160 Resource 0000)</li> <li>Develop vocabulary and strategies for explaining the students' thinking (no cost)</li> <li>Use problem solving strategies in the adopted text (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Fully implement new Mathematics text (no additional cost)</li> <li>Instruct vocabulary and strategies for explaining the students' thinking (no cost)</li> <li>Continue to use problem solving strategies in the adopted text (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Fully implement new Mathematics text (no additional cost)</li> <li>Continue to instruct vocabulary and strategies for explaining the students' thinking (no cost)</li> <li>Continue to use problem solving strategies in the adopted text (no cost)</li> </ul>
Develop and implement student assessment systems that hold students accountable individually and as a group	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Investigate group-based student assessment systems.</li> <li>Modify current assessment systems to reflect CCCSS</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Evaluate the assessment options in the math and ELA series and select a focused group of useful assessments (no cost)</li> <li>Investigate the SBA formative assessment and released questions (no cost)</li> <li>Investigate EdLeader21 group assessment tools (\$500, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Implement selected assessment options in the math and ELA series (no cost)</li> <li>Implement the SBA formative assessment and released questions (no cost)</li> <li>Implement EdLeader21 group assessment tools (no additional)</li> </ul>	<ul style="list-style-type: none"> <li>Implement selected assessment options in the math and ELA series (no cost)</li> <li>Continue to implement the SBA formative assessment and released questions (no cost)</li> <li>Implement EdLeader21 group assessment tools (no additional)</li> </ul>
Adopt CCCSS aligned	Basic Services (1),	<ul style="list-style-type: none"> <li>Adopt and implement a CCCSS</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Purchase and implement a CCCSS</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement a CCCSS</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement a CCCSS</li> </ul>

mathematics text books	Implementation of CCCSS (2), Student Achievement (4), Course Access (7)	aligned mathematics program, K-6 <sup>th</sup>			aligned Math series (\$18,200, Resource 0000) <ul style="list-style-type: none"> <li>Provide certificated staff Professional development (included, no cost)</li> <li>Collaborate with other districts that adopt the same series (minimal to no cost)</li> </ul>	aligned Math series (no cost) <ul style="list-style-type: none"> <li>Continue to provide certificated staff Professional development (included, no cost)</li> <li>Continue to collaborate with other districts that adopt the same series (minimal to no cost)</li> </ul>	aligned Math series (no cost) <ul style="list-style-type: none"> <li>Continue to provide certificated staff Professional development (included, no cost)</li> <li>Continue to collaborate with other districts that adopt the same series (minimal to no cost)</li> </ul>
Integrate digital technology into the day-to-day instruction to support 4-c's	Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)	<ul style="list-style-type: none"> <li>Adopt and implement a Digital Citizenship curriculum for students (K-6) and staff</li> <li>Offer technology access for parents and students without same at home</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate and implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Open the computer lab on 2 selected afternoons (\$1,300, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Open the computer lab on 3 selected afternoons (\$1,800, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Open the computer lab on 4 selected afternoons (\$2,300, Resource 0000)</li> </ul>
Develop and implement grade level specific experiential/project-based learning activities, aligned to	Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)	<ul style="list-style-type: none"> <li>Investigate and adopt the New Generation Science Standards</li> <li>Align the grade level science curriculum to the NGSS</li> <li>Identify and implement specific grade level project</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Explore the ELA text for integration opportunities (no cost)</li> <li>Identify additional opportunities to integrate instruction (no cost)</li> <li>Investigate the math performance tasks in the new text (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Integrate ELA and Science/social studies instruction K-6 (up to \$1000)</li> <li>Implement the math performance tasks in the new text (no cost)</li> <li>Continue to integrate the</li> </ul>	<ul style="list-style-type: none"> <li>Integrate ELA and Science/social studies instruction K-6 (up to \$1000)</li> <li>Implement the math performance tasks in the new text (no cost)</li> <li>Continue to integrate the</li> </ul>

the CCCSS, in social studies and science		based learning activities for social studies and science			<ul style="list-style-type: none"> <li>Integrate the School Garden into the math and science classroom instruction (up to \$1000, Resource 0000, MGT 0510).</li> </ul>	School Garden into the math and science classroom instruction (up to \$1000, Resource 0000, MGT 0510)	School Garden into the math and science classroom instruction (up to \$1000, Resource 0000, MGT 0510)
Provide community-based learning opportunities for students	Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)	<ul style="list-style-type: none"> <li>Investigate opportunities for community-based learning</li> <li>Develop and implement one community based learning activity for each grade level</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Continue Land Paths/In Our Own Back Yard program for 3<sup>rd</sup> grade (no cost)</li> <li>Extend <i>Root and Shoots</i> activities to all grade levels (up to \$500, Resource 0000)</li> <li>Develop Oral History Project with Healdsburg Senior Living Center (up to \$250)</li> </ul>	<ul style="list-style-type: none"> <li>Continue Land Paths/In Our Own Back Yard program for 3<sup>rd</sup> grade (no cost)</li> <li>Continue <i>Root and Shoots</i> activities to all grade levels (up to \$500, Resource 0000)</li> <li>Implement and publish Oral History Project with Healdsburg Senior Living Center (up to \$250)</li> </ul>	<ul style="list-style-type: none"> <li>Continue Land Paths/In Our Own Back Yard program for 3<sup>rd</sup> grade (no cost)</li> <li>Continue <i>Root and Shoots</i> activities to all grade levels (up to \$500, Resource 0000)</li> <li>Implement and publish Oral History Project with Healdsburg Senior Living Center (up to \$250)</li> </ul>
Develop grade level tech skills expectations	Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)	<ul style="list-style-type: none"> <li>Refine and implement a continuum of technology skills, K-6</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Develop/update AVS Student Tech Standards (no cost)</li> <li>Present AVS Student Tech Standards to the Board of Trustees for Adoption (no cost)</li> <li>Implement AVS Student Tech Standards (no cost)</li> <li>Hire Tech Skills instructor (\$10,000)</li> </ul>	<ul style="list-style-type: none"> <li>Implement AVS Student Tech Standards (up to \$500)</li> <li>Continue to employ Tech Skills Instructor (\$10,2000)</li> </ul>	<ul style="list-style-type: none"> <li>Implement AVS Student Tech Standards (up to \$500)</li> <li>Continue to employ Tech Skills Instructor (\$10,400)</li> </ul>

Build students' abilities to be resourceful when using technology	Student Achievement (4), Student Engagement (5), Other Student Outcomes (8)	<ul style="list-style-type: none"> <li>Identify age-appropriate technology "resourcefulness skills" that students can be expected to use in school,</li> <li>Overtly instruct students to use the "resourcefulness skills."</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate and implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Identify a continuum of appropriate "tech resources" (i.e. YouTube videos, etc.) for student (no cost)</li> <li>Explore instructional resources and strategies for teaching "resourcefulness"</li> </ul>	<ul style="list-style-type: none"> <li>Implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Teach students to use the continuum of "tech resources" (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)</li> <li>Continue to teach students to use the continuum of "tech resources" (no cost)</li> </ul>
All teachers will remain highly qualified	Basic Services (1), School Climate (6)	<ul style="list-style-type: none"> <li>Maintain HQ certificated staff</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Continue to hire only HQ staff (\$589,139, Resources 0000 and 1400)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to hire only HQ staff (\$600,922, Resources 0000 and 1400)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to hire only HQ staff (\$612,940, Resources 0000 and 1400)</li> </ul>
Develop long term professional development plans for certificated and classified staff	Basic Services (1), School Climate (6)	<ul style="list-style-type: none"> <li>Identify district-wide professional development goals</li> <li>Identify personal professional development goals</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Identify and address professional development needs to implement the newly adopted Math series (\$5000, Resource 7405)</li> <li>Identify and address continuing professional development needs to implement the adopted ELA series (\$5000, Resource 7405)</li> <li>Each Certificated Staff member will identify one Digital Technology goal for the year</li> </ul>	<ul style="list-style-type: none"> <li>Identify and address continuing professional development needs to implement the Math series (\$5000, Resource 7405)</li> <li>Identify and address continuing professional development needs to implement the adopted ELA series</li> </ul>	<ul style="list-style-type: none"> <li>Identify and address continuing professional development needs to implement the Math series (\$5000, Resource 7405)</li> <li>Identify and address continuing professional development needs to implement the adopted ELA series</li> </ul>

					(\$5000, Resource 0000)	(\$5000, Resource 7405) <ul style="list-style-type: none"> <li>Each Certificated Staff member will identify an additional Digital Technology goal for the year (\$5000, Resource 0000)</li> </ul>	(\$5000, Resource 7405) <ul style="list-style-type: none"> <li>Each Certificated Staff member will identify one Digital Technology goal for the year (\$5000, Resource 0000)</li> </ul>
Increase overall student wellness and physical fitness	Course access (7), student engagement (5), other student outcomes (8)	<ul style="list-style-type: none"> <li>Develop/adopt district fitness standards, K-6</li> <li>Increase alignment of science, nutrition, and physical education curriculum</li> <li>Develop and implement family wellness education program</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate fitness standards from other districts (no cost)</li> <li>Develop and implement a joint program with Alexander Valley School for PE/garden/nutrition instructor (\$15,000, Resource 0000, MGT 0510)</li> <li>Develop and implement a system to reward students for healthy food choices (up to \$100, Resource 0000)</li> <li>Develop and implement a system to reward students low waste options (up to \$100, Resource 0000)</li> <li>Explore family education programs (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Develop, adopt, and implement fitness standards (no cost)</li> <li>Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor (\$15,000, Resource 0000, MGT 0510)</li> <li>Continue to implement a system to reward students for healthy food choices (up to \$100, Resource 0000)</li> <li>Continue to implement a system to reward students low waste options (up to \$100, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement fitness standards (no cost)</li> <li>Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor (\$15,000, Resource 0000, MGT 0510)</li> <li>Continue to implement a system to reward students for healthy food choices (up to \$100, Resource 0000)</li> <li>Continue to implement a system to reward students low waste options (up to \$100, Resource 0000)</li> </ul>

						0000) <ul style="list-style-type: none"> <li>Provide family education programs (up to \$500, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Provide family education programs (up to \$500, Resource 0000)</li> </ul>
Fully implement the gradual release of responsibility instructional model	Basic services (1), school climate (6)	<ul style="list-style-type: none"> <li>Instruct all certificated staff on the GRR Model</li> <li>All staff will identify one subject area to implement GRR</li> <li>Staff will expand their use of GRR</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Provide additional professional development in GRR (\$1000, Resource 0000)</li> <li>Develop and implement a Peer coaching program for GRR</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide additional professional development in GRR (\$1000, Resource 0000)</li> <li>Continue to implement a Peer coaching program for GRR</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide additional professional development in GRR (\$1000, Resource 0000)</li> <li>Continue to implement a Peer coaching program for GRR</li> </ul>
Support students to develop perseverance and problem solving strategies in the face of academic challenges	School climate (6), student engagement (5)	<ul style="list-style-type: none"> <li>Certificated staff will identify indicators of perseverance and successful problem solving.</li> <li>Staff will identify means of documenting and measuring perseverance and problem solving.</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Utilize supports from adopted texts to build strategies (no cost)</li> <li>Investigate and implement the EdLeader21 4c's rubrics (\$500, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to utilize supports from adopted texts to build strategies (no cost)</li> <li>Implement the EdLeader21 4c's rubrics (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to utilize supports from adopted texts to build strategies (no cost)</li> <li>Continue to implement the EdLeader21 4c's rubrics (no cost)</li> </ul>
Maintain safe and secure school environment	Basic services (1), school climate (6)	<ul style="list-style-type: none"> <li>Implement the Tool Box program</li> <li>Develop and implement a restorative discipline program</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Explore and implement the Tool Box Program (\$1500, Resource 0000)</li> <li>Explore resources to develop a restorative discipline program including working with local Secondary District (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Explore and implement the Tool Box Program (\$1500, Resource 0000)</li> <li>Implement a restorative discipline program aligned with local</li> </ul>	<ul style="list-style-type: none"> <li>Explore and implement the Tool Box Program (\$1500, Resource 0000)</li> <li>Continue to implement a restorative discipline program</li> </ul>

						Secondary District (no cost)	aligned with local Secondary District (no cost)
Maintain and improve high attendance totals	School climate (6), student engagement (5), parental involvement (3)	<ul style="list-style-type: none"> <li>Develop and implement a robust absence tracking system</li> <li>Develop and implement a positive school attendance system</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Explore and implement enhanced attendance tracking system in SchoolWise (no cost)</li> <li>Continue to publish weekly “tardy charts” and give rewards for arriving on time. (\$250, Resource 0000)</li> <li>Explore and implement parental intervention and education program (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement enhanced attendance tracking system in SchoolWise (no cost)</li> <li>Continue to publish weekly “tardy charts” and give rewards for arriving on time. (\$250, Resource 0000)</li> <li>Continue to implement parental intervention and education program (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement enhanced attendance tracking system in SchoolWise (no cost)</li> <li>Continue to publish weekly “tardy charts” and give rewards for arriving on time. (\$250, Resource 0000)</li> <li>Continue to implement parental intervention and education program (no cost)</li> </ul>
Increase overall student wellness and physical fitness	Parent involvement (3), student engagement (5), course access (7)	<ul style="list-style-type: none"> <li>Develop and implement family wellness education program</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Develop Family fitness activities at school (100 Mile Club, etc.) (no cost)</li> <li>Explore and publish Family fitness newsletters (\$250, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)</li> <li>Explore and publish Family fitness newsletters (\$250, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)</li> <li>Explore and publish Family fitness newsletters (\$250, Resource 0000)</li> </ul>
Connect with parents and supplement	Parent involvement (3), student engagement	<ul style="list-style-type: none"> <li>Conduct annual home technology survey</li> <li>Identify home tech</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Investigate options for grants to supplement home tech (no cost)</li> <li>Develop a computer and</li> </ul>	<ul style="list-style-type: none"> <li>Pursue grants to supplement home tech (no cost)</li> <li>Maintain a</li> </ul>	<ul style="list-style-type: none"> <li>Pursue grants to supplement home tech (no cost)</li> <li>Maintain a</li> </ul>



home tech infrastructure	(5), course access (7)	<p>needs</p> <ul style="list-style-type: none"> <li>Identify sources to supplement home tech infrastructure</li> </ul>			<p>printer lending program for families without home tech (\$300, Resource 0000)</p> <ul style="list-style-type: none"> <li>Explore and share with parents strategies to use smartphones as “hot spots” (no cost)</li> <li>Offer parents training in using tech (\$500, Resource 0000)</li> </ul>	<p>computer and printer lending program for families without home tech (\$300, Resource 0000)</p> <ul style="list-style-type: none"> <li>Continue to encourage parents to use strategies to use smartphones as “hot spots” (no cost)</li> <li>Continue to offer parents training in using tech (\$500, Resource 0000)</li> </ul>	<p>computer and printer lending program for families without home tech (\$300, Resource 0000)</p> <ul style="list-style-type: none"> <li>Continue to encourage parents to use strategies to use smartphones as “hot spots” (no cost)</li> <li>Continue to offer parents training in using tech (\$500, Resource 0000)</li> </ul>
Offer tech support at school for kids who don't have it at home	Parent involvement (3), student engagement (5), course access (7)	<ul style="list-style-type: none"> <li>Conduct annual home technology survey</li> <li>Develop guidelines for use of the computer lab after school</li> <li>Identify staff to supervise computer labs after school</li> <li>Open computer lab after school</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Develop a computer and printer lending program for families without home tech (\$300, Resource 0000)</li> <li>Open the computer lab on 2 selected afternoons (\$1,300, Resource 0000)</li> <li>Develop and implement guidelines for after noon computer lab use (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a computer and printer lending program for families without home tech (\$300, Resource 0000)</li> <li>Open the computer lab on 3 selected afternoons (\$1,800, Resource 0000)</li> <li>Continue to implement guidelines for after noon computer lab use (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a computer and printer lending program for families without home tech (\$300, Resource 0000)</li> <li>Open the computer lab on 4 selected afternoons (\$2,300, Resource 0000)</li> <li>Continue to implement guidelines for after noon computer lab use (no cost)</li> </ul>
Offer Junior achievement program to all students	Parent involvement (3), student engagement (5), course access (7)	<ul style="list-style-type: none"> <li>Identify JA volunteers for each grade level.</li> <li>Implement JA program in all classrooms</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Recruit and train volunteers (no cost)</li> <li>Implement the Junior Achievement program (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and train additional volunteers (no cost)</li> <li>Implement the Junior Achievement program (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and train additional volunteers (no cost)</li> <li>Implement the Junior Achievement program (no cost)</li> </ul>

Engage parents and the community in the emergency response plan	Parent involvement (3), student engagement (5), course access (7)	<ul style="list-style-type: none"> <li>Conduct outreach activities to the parents community regarding the ERP</li> <li>Conduct outreach activities to the business community regarding the ERP</li> <li>Solicit volunteers from parent and business community</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Meet with Alexander Valley community groups to solicit their participation. (no cost)</li> <li>Meet with AVS parents to share their role in the Emergency Plan (no cost)</li> <li>Conduct a supply drive for targeted supplies (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Meet with Alexander Valley community groups to integrate them into the plan going forward. (no cost)</li> <li>Meet annually with AVS parents to share their role in the Emergency Plan (no cost)</li> <li>Conduct a supply drive to replace targeted supplies (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue ongoing meetings with Alexander Valley community groups. (no cost)</li> <li>Meet annually with AVS parents to share their role in the Emergency Plan (no cost)</li> <li>Conduct a supply drive for to replace targeted supplies (no cost)</li> </ul>
Maintain up to date, current tech environment	Basic Services (1), School climate (6), student engagement (5),	<ul style="list-style-type: none"> <li>Explore classroom presentation technology options and make a recommendation to the Board</li> <li>Develop a plan to implement 1:1 environment, with adequate infrastructure</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Each Certificated Staff member will identify one Digital Technology goal for the year (\$5000, Resource 0000)</li> <li>Consult with SCOE regarding presentation hardware options (no cost)</li> <li>Investigate other districts' presentation hardware (no cost)</li> <li>Consult with SCOE regarding strategies to move to 1:1 (no cost)</li> <li>Investigate other districts' 1:1 efforts (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Each Certificated Staff member will identify an additional Digital Technology goal for the year (\$5000, Resource 0000)</li> <li>Present a presentation hardware purchasing plan to the Board of Trustees (no cost)</li> <li>Present a plan to move to 1:1 to the Board of Trustees (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Each Certificated Staff member will identify one Digital Technology goal for the year (\$5000, Resource 0000)</li> <li>Implement the presentation hardware purchasing plan (cost TBD)</li> <li>Implement the plan to move to 1:1 (cost TBD)</li> </ul>
Maintain up-to-date modern	Basic Services (1), School	<ul style="list-style-type: none"> <li>Develop short and long term facilities maintenance and</li> </ul>	<i>School wide</i>		<ul style="list-style-type: none"> <li>Prioritize the Facility improvement "wish list" (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Investigate community willingness to place</li> </ul>	<ul style="list-style-type: none"> <li>Respond to the results of the GO Bond election</li> </ul>

facility	climate (6), student engagement (5),	development plan			<ul style="list-style-type: none"> <li>Develop and implement a plan to address high priority/low cost facilities improvements (cost TBD)</li> <li>Investigate funding for "big ticket" facilities improvements (no cost)</li> <li>Write and implement a facilities maintenance calendar (\$13,000, Resource 0000)</li> </ul>	<p>a General Obligation Bond on the June or November 2016 ballot, and proceed (\$500)</p> <ul style="list-style-type: none"> <li>Continue to implement the plan to address high priority/low cost facilities improvements (cost TBD)</li> <li>Continue to implement the facilities maintenance calendar (\$13,300, Resource 0000)</li> </ul>	<p>(TBD)</p> <ul style="list-style-type: none"> <li>Continue to implement the plan to address high priority/low cost facilities improvements (cost TBD)</li> <li>Continue to implement the facilities maintenance calendar (\$13,600, Resource 0000)</li> </ul>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

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

	2)		LEA-wide)				
Improve reading comprehension for all students	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Implement an early reading intervention program (K-2) with specific English language vocabulary and concept development</li> <li>Implement a reading comprehension intervention program (3<sup>rd</sup> – 6<sup>th</sup>) with specific English language vocabulary and syntax development</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED students school wide</i></p>		<ul style="list-style-type: none"> <li>Investigate and implement a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,000 Resource 0000)</li> <li>Purchase materials and provide additional training for current reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$2,000, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,080 Resource 0000)</li> <li>Continue to purchase materials and provide additional training for current reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$2,040, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,162 Resource 0000)</li> <li>Continue to purchase materials and provide additional training for current reading fluency intervention (3<sup>rd</sup> – 6<sup>th</sup>) (\$2,081, Resource 0199)</li> </ul>
<i>All students read at grade level by the end of third grade, or have IEP/504 Plan</i>	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Implement an early reading intervention program (K-2)</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED students school wide</i></p>		<ul style="list-style-type: none"> <li>Investigate and implement a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,000, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,080, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program \$4,162, Resource 0199)</li> </ul>
Improve written expression for all students	Implementation of the Common Core Standards (2)	<ul style="list-style-type: none"> <li>Implement the CCCSS aligned language arts curriculum</li> <li>Develop a targeted writing intervention</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED</i></p>		<ul style="list-style-type: none"> <li>Provide explicit writing intervention for EL and ED students (\$6,000, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide explicit writing intervention for EL and ED students (\$6,120, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide explicit writing intervention for EL and ED students (\$6,222, Resource</li> </ul>

	Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>program</li> <li>Implement in-class vocabulary development program</li> </ul>	<i>students school wide</i>				0199)
Improve mathematical problem solving for all students	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Implement a rapid response mathematics intervention pull out program (3<sup>rd</sup>- 6<sup>th</sup> grade)</li> <li>Implement a rapid response push-in mathematics intervention program (K-2<sup>nd</sup>)</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED students school wide</i></p>		<ul style="list-style-type: none"> <li>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (\$3,000, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (\$3,060, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (\$3,121, Resource 0199)</li> </ul>
Maintain degree student CELDT improvement and RFEF reclassification rates	Implementation of the Common Core Standards (2) Student Achievement (4) Course Access (7)	<ul style="list-style-type: none"> <li>Continue to provide in-class and pull out support for EL students</li> </ul>	<i>For EL students school wide</i>		<ul style="list-style-type: none"> <li>Implement EL support material from the <i>Reading Wonders</i> and <i>My Math</i> text book series (no additional cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Implement EL support material from the <i>Reading Wonders</i> and <i>My Math</i> text book series (no additional cost)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Implement EL support material from the <i>Reading Wonders</i> and <i>My Math</i> text book series (no additional cost)</li> </ul>
Develop long term professional development plans for certificated and classified staff	Basic Services (1), School Climate (6)	<ul style="list-style-type: none"> <li>Identify district-wide professional development goals</li> <li>Identify personal professional development goals</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED students school</i></p>		<ul style="list-style-type: none"> <li>Provide professional development for certificated staff regarding English academic vocabulary and syntax development for EL students (\$3000,</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional professional development for certificated staff on topics to be identified for EL students (\$3060, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional professional development for certificated staff on topics to be identified for EL students (\$3,112, Resource 0199)</li> </ul>

			<i>wide</i>		<p>Resource 0199)</p> <ul style="list-style-type: none"> <li>Provide professional development for classified staff regarding English academic vocabulary and syntax development for EL students (\$2,000, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional professional development for classified staff on topics to be identified for EL students (\$2,020, Resource 0000)</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional professional development for classified staff on topics to be identified for EL students (\$2,060, Resource 0000)</li> </ul>
Increase overall student wellness and physical fitness	Course access (7), student engagement (5), other student outcomes (8)	Develop and implement family wellness education program	<p><i>For EL students school wide</i></p> <p><i>For ED students school wide</i></p>		<ul style="list-style-type: none"> <li>Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.) (\$1,000, Resource 0199)</li> <li>Explore and publish translated Family fitness newsletters (\$900, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.) (\$1,020, Resource 0199)</li> <li>Explore and publish translated Family fitness newsletters (\$918, Resource 0199)</li> </ul>	<ul style="list-style-type: none"> <li>Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.) (\$1,040, Resource 0000)</li> <li>Explore and publish translated Family fitness newsletters (\$936, Resource 0199)</li> </ul>
Connect with parents and supplement home tech infrastructure	Parent involvement (3), student engagement (5), course access (7)	<ul style="list-style-type: none"> <li>Conduct annual home technology survey</li> <li>Identify home tech needs</li> <li>Identify sources to supplement home tech infrastructure</li> </ul>	<p><i>For EL students school wide</i></p> <p><i>For ED students school wide</i></p>		<ul style="list-style-type: none"> <li>Investigate options for grants to supplement home tech (no cost)</li> <li>Refurbish and repair computers and printers to lend to families without home tech (\$1,000, Resource 0199)</li> <li>Explore and share with parents strategies to use smartphones as “hot spots” (no cost)</li> </ul>	<ul style="list-style-type: none"> <li>Pursue grants to supplement home tech (no cost)</li> <li>Maintain a computer and printer lending program for families without home tech (\$300, Resource 0199)</li> <li>Continue to encourage parents to use strategies to use smartphones as “hot</li> </ul>	<ul style="list-style-type: none"> <li>Pursue grants to supplement home tech (no cost)</li> <li>Maintain a computer and printer lending program for families without home tech (\$300, Resource 0199)</li> <li>Continue to encourage parents to use strategies to</li> </ul>

					<ul style="list-style-type: none"> <li>• Offer parents Spanish training in using tech (\$500, Resource 0199)</li> </ul>	spots” (no cost) <ul style="list-style-type: none"> <li>• Continue to offer parents training in using tech (\$500, Resource 0199)</li> </ul>	use smartphones as “hot spots” (no cost) <ul style="list-style-type: none"> <li>• Continue to offer parents training in using tech (\$500, Resource 0199)</li> </ul>
Offer tech support at school for kids who don’t have it at home	Parent involvement (3), student engagement (5), course access (7)				<ul style="list-style-type: none"> <li>• Open the computer lab for students during <i>Nuevos Horizontes</i> Adult English Classes(\$1,800, Resource 0199, MGT NH)</li> <li>• Provide <i>Nuevos Horizontes</i> classes in computer use and digital citizenship (\$1,000, Resource 0199, MGT NH)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to open the computer lab students during <i>Nuevos Horizontes</i> Adult English Classes (\$1,836, \$1,800, Resource 0199, MGT NH)</li> <li>• Continue to provide <i>Nuevos Horizontes</i> classes in computer use and digital citizenship (\$1,020, Resource 0199, MGT NH)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to open the computer lab students during <i>Nuevos Horizontes</i> Adult English Classes (\$1,873, \$1,800, Resource 0199, MGT NH)</li> <li>• Continue to provide <i>Nuevos Horizontes</i> classes in computer use and digital citizenship (\$1,040, Resource 0199, MGT NH)</li> </ul>

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.)

While the District will not receive base or concentration grant funds under the LCFF, the minimum proportionality percentage calculations indicate that the District would have received \$35,707 in supplemental and concentration grant funding. The District proposes to extend all

academic intervention services with a focus on English Language Development, providing additional time and instruction for EL and ED students. This will be accomplished by extending existing services. Additionally, the District proposes to extend outreach to families of EL and ED students, with regard to wellness and use of technology through targeted services (i.e. *Nuevos Horizontes* Adult English classes), resulting in \$43,397 additional funds spent for EL and ED students.

- 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.

Line 8 of the Minimum Proportionality Percentage calculation sheet results in 3.9% increase in funding for services provided to English Learners, Economically Disadvantaged students, and Foster students. The increase listed in C above is equal to 4.74% of our base funding, based on a \$915,371 LCFF Phase-in Allocation, and expenditures of \$37,600 in 2014-15.

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.