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

<u>Introduction:</u>

LEA: Cloverdale Unified School District   Contact): Steven Jorgensen, Superintendent, jorgensens@cusd.org, (707) 894-1992 LCAP Year: 2014/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
February 9, 2014 - District Leadership Team (DLT) reviews the requirements for the LCAP against the existing LEAP plan that was developed in 2013/14 and is in the process of being implemented. There is a great deal of overlap between the LEAP and the LCAP priorities. February 24-25, 2014 – DLT observes classroom instruction at all schools and summarizes findings. These observations address the status of implementing the LEAP and include the level of implementing CCSS. March 3, April 21, June 2, 2014 – LCAP finding on the 8 priorities is shared with school staff. Staff are asked to give input on the LCAP. March 12, 2014 – DLT reviews findings from classroom observations and plans how to integrate them into the LCAP. March 31, 2014 –DLT reviews draft LCAP findings on the 8 priorities and plans communication with school staff and parents. April 7, 2014 - Meeting with CSEA bargaining unit representatives to review LCAP findings and receive input. April 9, 2014 – Meeting with Teachers of Cloverdale (TAC) bargaining unit representatives to review LCAP findings and receive input. April 17 and April 24, 2014 – Meeting with Hispanic/Latino groups in the Community to explain the LCAP and funding for English Learners and economically disadvantaged students; solicit input on how to address the needs of these students April 22, 2014 – Staff survey to solicit input on CCSS implementation to address Priority 2 of the LCAP	The item and group that provided the input are as follows: **Reinstate transportation** – Hispanic Outreach, Administrative Team, Finance Committee, DLAC, City/School Committee, CSEA **Additional Mental Health Counseling** – Administrative Team, Finance Committee, Jefferson Staff, Jefferson Site Council, CSEA, Washington Staff, CHS Staff **Hispanic Community Outreach Liason** – Hispanic Outreach, Administrative Team, Finance Committee, DLAC, Jefferson Site Council, CSEA, Washington Staff **Curriculum and Instruction Coach/Dir** – Administrative Team, Finance Committee, Jefferson Staff, Washington Staff **Tutoring Support** – Hispanic Outreach, Administrative Team, DLAC, CSEA, Washington Staff **Summer School Enrichment Classes** – Administrative Team, Finance Committee, DLAC, Washington Staff **Social Skills Curriculum** – Jefferson Site Council, CSEA, Washington Staff **Technology in Support of Instruction** – Administration Team, Finance Committee, Jefferson Staff, Washington Staff **Instructional Assistant Support in Class** – Jefferson Staff,

May 1, 2014 – DELAC meeting to review the LCAP findings on the 8 priorities. May 19, 2014 – Cloverdale City Council/Cloverdale Unified School District representatives meeting to explain the LCAP and get input on plans for addressing LCAP priorities May 21, 2014 – LCAP District-Parent Advisory meeting to review the LCAP findings on the 8 priorities. June 24, 2014 – Community Forum to review findings on the LCAP June 24, 2014 – Board holds a public hearing on the LCAP along with public hearing on the budget. June 26, 2014 – Board approves the LCAP at the same time that it approves the budget.	Jefferson Site Council, CSEA **Lunchtime Student Activities/Intramurals** – TAC, Washington School Staff **Computer Lab Open Before/After School** – Administrative Team, Washington Staff, Student School Board Representative **Library Open** – CSEA, Jefferson Staff, Washington Staff **Student Assemblies** – Administrative Team, Finance Committee, Jefferson Staff, TAC, Washington Staff **Additional Career Technical Education Classes** – Administration Team, Finance Committee **Parent Training Web Links** – Jefferson Site Council, CSEA **At-Risk Student Support for Washington School** – Administrative Team, Washington Staff

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment

between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil 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	
1)Highly trained teachers; NCLB fully credentialed teachers from DataQuest and SCOE reports.

The District will maintain 100% HQT, appropriately assigned teacher status to | 1) The District will continue to have NCLB highly qualified teachers. | All | All | Monitoring annually with SCOE & DataQuest reports | The District will maintain 100% HQT staffing. | The District will maintain 100% HQT staffing. | The District will maintain 100% HQT staffing. | Priority 1 |

maintain student achievement.								
2) Facility Inspection Tool (FIT) reports indicate all school facilities are in "Fair" condition. Jefferson scored at an overall 82.08%, Washington scored at a 78.99% and CHS/JEH scored at a 80.31%.	2) The District will maintain an optimal environment for learning through meeting the criteria for "good condition" on the FIT report (EC 17002(d)).	All	All		The district will improve site rating by 3% annually to support the instructional program.	The district will improve site rating by 3% annually to support the instructional program.	The district will improve site rating by 3% annually to support the instructional program.	Priority 1
3) Students have access to standards-aligned instructional materials; annual Williams review and annual report to the Board on the availability of CCSS aligned instructional materials. 10% of the standards-aligned instructional materials are CCSS aligned.	3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and considered for adoption as they become available.	All	All		Students continue to have standards-aligned instructional materials. The District will begin the process of purchasing Common Core math materials. 20% of the materials used will be Common Core aligned.	Students continue to have standards-aligned instructional materials. The District will begin the process of purchasing Common Core math materials. 30% of the materials used will be Common Core aligned	Students continue to have standards-aligned instructional materials. The District will begin the process of purchasing Common Core math materials. 40% of the materials used will be Common Core aligned	Priority 1
4) Students need to be taught and engaged in	4) Teachers provide a rigorous, high	All	All	Observations of instruction using a CCSS	There will be more active engagement	Instruction will be increasingly more aligned	Instruction will be increasingly more aligned	Priority 2

learning the CCSS; 20% of the day, students are receiving instruction using Common Core strategies as determined by classroom observation.	quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS.			instructional practices rubric	strategies, more small group work and more project-based learning. Students will read and analyze more complex text. Anchors standards are integrated into all curriculum areas. 40% of the day students will receive CCSS aligned instruction.	with the rigor of the CCSS. There will be more active engagement strategies, more small group work and more project-based learning. Students will read and analyze more complex text. Anchors standards are integrated into all curriculum areas. 60% of the day students will receive CCSS aligned instruction.	with the rigor of the CCSS. There will be more active engagement strategies, more small group work and more project-based learning. Students will read and analyze more complex text. Anchors standards are integrated into all curriculum areas. 80% of the day students will receive CCSS aligned instruction.	
5) New untraditional and/or family literacy strategies are needed to increase the participation of parents who have not been meaningfully involved in their child's education or the school; participation rates and parent	5) Three untraditional parent involvement strategies and/or family literacy strategies are implemented at each school that are designed to either invite parents into the school in new ways and/or go out into the community in	All students with an emphasis on EL students, R-FEP students and economically disadvantaged students	All			More students will have a parent who is involved in their education and their school. 30% of the parents will have meaningful participation in their child's education or the school as determined by parent and/or teacher survey.	More students will have a parent who is involved in their education and their school. 30% of the parents will have meaningful participation in their child's education or the school as determined by parent and/or teacher survey.	More students will have a parent who is involved in their education and their school. 40% of the parents will have meaningful participation in their child's education or the school as determined by parent and/or teacher survey.	Priority 3

feedback about participation. 20% of the parents will have meaningful participation in their child's education or the school as determined by parent and/or teacher survey.	collaboration with community groups.							
6)There is an achievement gap in ELA and math between White and EL, ED, SWD and Hispanic/Latino subgroups. Students in significant and underperforming subgroups will improve performance by 5% on district benchmark assessments in ELA, math, and Accelerated	6) Close the achievement gap between EL students, Hispanic/Latino students, economically disadvantaged students and students with disabilities and all students by 5% per year using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in	All students and all significant subgroups	All			Student learning is increased due to more rigorous and engaging instructional strategies, greater access to the curriculum for ELs through taught vocabulary, use of sentence frames and responses in full sentences. Students learn with gradual release of responsibility instructional strategies. Students have more access to ELA and math intervention programs and summer school.	Student learning is increased due to more rigorous and engaging instructional strategies, greater access to the curriculum for ELs through taught vocabulary, use of sentence frames and responses in full sentences. Students learn with gradual release of responsibility instructional strategies. Students have more access to	Student learning is increased due to more rigorous and engaging instructional strategies, greater access to the curriculum for ELs through taught vocabulary, use of sentence frames and responses in full sentences. Students learn with gradual release of responsibility instructional strategies. Students have more access to	Priority 4

Grammar.	the fall of 2014.				The district will show a 5% increase in student achievement from the prior year. CELDT assessments and reclassification rates will improve by 5%.	ELA and math intervention programs and summer school. The district will show a 5% increase in student achievement from the prior year. CELDT assessments and reclassifications will improve by 5%	ELA and math intervention programs and summer school. The district will show a 5% increase in student achievement from the prior year. CELDT assessments and reclassifications will improve by 5%	
7)More students need to be college/career ready by the time they graduate from high school; CTE course enrollment . Currently 39% of the CHS students take UC A-G courses and the Early Assessment Program (EAP) indicates 21% of the CHS students are Ready for	7) Students have access to career technical education (CTE) courses in high school.	All	Cloverdale HS	Maintain or expand student capacity in CTE courses.	The district will review/revise course offerings to focus on career pathway opportunities with a goal of expanding course offerings by a minimum of one class and increased student participation in career technical education (CTE) courses aligned with college/career readiness.	The district will expand course offerings by a minimum of one class and increase student participation in career technical education (CTE) courses aligned with college/career readiness. %of $11^{th}/12^{th}$ graders scoring 3-5 on the AP exam will meet or exceed the State average.	The district will expand course offerings by a minimum of one class and increase student participation in career technical education (CTE) courses aligned with college/career readiness. % of $11^{th}/12^{th}$ graders scoring 3-5 on the AP exam will meet or exceed the State average.	Priority 4

College in ELA and 42% are Conditionally Ready for College. In Math, 5% of the students are Ready for College and 47% are Conditionally Ready for College. CHS has 214 students enrolled in 8 CTE classes. .43% of the 11th/12th graders scored 3-5 on AP exams.					1% of the 11th/12th graders will score 3-5 on the AP exam.			
8)Increase the student attendance rate and decrease the continuation school drop out rate; district records on high school credits earned by year and DataQuest reporting on dropouts. Current attendance rate is 95.78%. The middle school reports no dropouts. CHS indicates a 2.8%	8) Increase the attendance rate by .5% per year to 97%. Decrease the drop out rate at Johanna Echols-Hansen Continuation school by 5% per year.	All for attendance rate, high school students for credits by year	All for attendance rate, students at Cloverdale HS and Johanna Echols-Hansen Continuation for lack of credits by year		More students will attend school. More students will have the credits needed by year to graduate on time. Fewer students will drop out of Johanna Echols-Hansen Continuation.

The district will increase the district-wide attendance rate to 96% and decrease the CHS dropout rate to 2.0% and the JEH dropout | More students will attend school. More students will have the credits needed by year to graduate on time. Fewer students will drop out of Johanna Echols-Hansen Continuation. The district will increase the district-wide attendance rate to 96.5% and decrease the CHS dropout | More students will attend school. More students will have the credits needed by year to graduate on time. Fewer students will drop out of Johanna Echols-Hansen Continuation. The district will increase the district-wide attendance rate to 97% and decrease the CHS dropout | Priority 5 |

dropout rate and JEH Continuation indicates a 33% dropout rate.					rate to 25%. A specific focus will be placed on positive attendance for students in Grades K and 1.	rate to 1.5% and the JEH dropout rate to 20%.	rate to 1.25 % and the JEH dropout rate to 17.5%.	
9) Students' social/ emotional needs and sense of connection to school need to be addresses to increase student learning; anecdotal reports on individual students and student feedback on school connection. According to the CHKS test results, nearly 40% of the 7th, 9th and 11th grade students do not feel close to others at school. Nearly 80% are being hit or pushed at school some of the time. Only about 55% of the students feel safe at school	9) Counseling staff will be available to provide skilled guidance and support to students who are struggling academically due to social/emotion issues. Students report a greater sense of connection to school.	All	All for counseling support, Washington School for school connection		Students who are struggling with mental health and/or academically will have access to a skilled and supportive counselor who can help them to address social/ emotional issues. More students at Washington School feel a stronger sense of connection to school. The percentage of 7th, 9th and 11th grade students who do not feel close to others at school will decrease by 5%. The percentage of students who report being hit or pushed will decrease by 5%. The percentage of students who report feeling safe	Students who are struggling with mental health and/or academically will have access to a skilled and supportive counselor who can help them to address social/ emotional issues. More students at Washington School feel a stronger sense of connection to school.	Students who are struggling with mental health and/or academically will have access to a skilled and supportive counselor who can help them to address social/ emotional issues. More students at Washington School feel a stronger sense of connection to school.	Priority 6

most or all of the time.					at school most or all of the time will increase by 5%.			
10) Maintain student access and enrollment in all required areas of study; administrative review of student schedules. Currently 100% of the students have access to the full course of study.	10) All students have access to and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).	All	All	Annual report to the Board following an administrative review at a District Administrative Team meeting	All students have full access to and are enrolled in the full areas of study specified in Education Code. The district will maintain 100% access for students.	All students have full access to and are enrolled in the full areas of study specified in Education Code. The district will maintain 100% access for students.	All students have full access to and are enrolled in the full areas of study specified in Education Code. The district will maintain 100% access for students.	Priority 7
11)The student per computer ratio needs to improve: ratio of students per computer that is less than 48 months old. The current ratio is7 to 1.	11) Decrease the ratio of student per computer by 10 students per computer from a base of 20.6:1.	All	All	Annual report to the Board on the ratio of students per computer	Students will use computers in class work and to access intervention resources more regularly. Students will have more experience in using technology when taking the Smarter Balanced assessment.	Students will use computers in class work and to access intervention resources more regularly. Students will have more experience in using technology when taking the Smarter Balanced assessment.	Students will use computers in class work and to access intervention resources more regularly. Students will have more experience in using technology when taking the Smarter Balanced assessment.	Priority 8
12)Students need to have improved performance in science and	12) Increase student performance in middle grades in science and	All	Washington School and Cloverdale High School		N/A	Students demonstrate increased content understanding	Students demonstrate increased content understanding	Priority 8

history/social studies in middle school to be prepared for high school; performance on benchmark assessments. 38% of the 8th grade Social Science students score at the proficient or advanced level. 46% of the 5th grade students and 47% of the 8th grade students are proficient or advanced in Science.	history/social studies by 5% per year over a base line set in year 1.					in science and history/social studies in grades 5-11as determined by a pre and posttest and regular benchmark assessments.	in science and history/social studies in grades 5-11 as determined by a pre and posttest and regular benchmark assessments with a goal of improving proficiency by 5%..	
13)Maintain high level of physical fitness; California Physical Fitness Report Aerobic capacity for 5th graders is 66%, Body Composition is 53%, and Upper Body Strength is 44%. Aerobic capacity for 7th graders is 65%, Body	13) An average of 55% of students meet each of the six California Physical Fitness HFZ measures in grades 5, 7 and 9	All	Washington School and Cloverdale High School, grades 5,7 and 9	Annual report to the Board for all students in grades 5 and 7 on the percentage of students in the Healthy Fit Zone (HFZ) for the six physical fitness measures.	Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 will increase by 5%.	Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. The average number of students meeting each of the six HFZ measures in grades 5, 7 and	Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. The average number of students meeting each of the six HFZ measures in grades 5, 7 and	Priority 8

						9 will increase by 5%.	9 will increase by 5%.	
Composition is 39%, and Upper Body Strength is 68%.								

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:

7) 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?

8) How do these actions/services link to identified goals and performance indicators?

9) 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?

10) 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?

11) 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?

12) 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?

13) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) The District will continue to have NCLB highly qualified teachers.	Priority 1	The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credential review. The	LEA-wide		Review credential status to teacher assignments to ensure 100% highly qualified teachers. Cost = $5,455,363 for teacher salaries. Funding source= General fund/Base funding	Review credential status to teacher assignments to ensure 100% highly qualified teachers. Cost = $5,510,186 for teacher salaries. Funding source= General fund/Base funding	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = $5,565,009 for teacher salaries. Funding source= General fund/Base funding

		District will work with the one teacher who is not fully qualified to update their qualifications.					
2) The District will maintain an optimal environment for learning through meeting the criteria for "good condition" on the FIT report (EC 17002(d)).	Priority 1	The District will continue to repair and upgrade facilities based on its deferred maintenance plan and to address findings from updated FIT reports.	LEA-wide		On-going maintenance and facility improvement to maintain learning facilities in "good" condition. Maintenance and Operations Personnel Cost = $556,684 funding source = General Fund/Base Grant	On-going maintenance and facility improvement to maintain learning facilities in "good" condition. Maintenance and Operations Personnel Cost = $559,671 funding source = General Fund/Base Grant	On-going maintenance and facility improvement to maintain learning facilities in "good" condition. Maintenance and Operations Personnel Cost = $562,658 funding source = General Fund/Base Grant
3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and considered for adoption as they become available.	Priority 1	Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available curriculum materials to consider if these materials would be more effective than existing curriculum for supporting students in mastering the	LEA-wide		Consider adoption and purchase of math curriculum and supplemental materials. If adopted, provide professional development that includes coaching. Cost=$120,000 funding source = General Fund/Base Grant and Lottery Instructional Materials	Provide sustained professional development on math curriculum (if adopted) and math instructional strategies Cost=$40,000 funding source = General Fund/Base Grant and Lottery Instructional Materials	Consider the timeline for adoption of new CCSS aligned ELA curriculum materials. Review materials and pilot as appropriate. Cost=$20,000 General Fund/Base Grant and Lottery Instructional Materials

		CCSS.				
4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS.	Priority 2	-Institute a curriculum/ coach position to develop and implement a professional development and coaching plan. -Continue the practice of district level implementation and monitoring of effective instructional practices. -Continue to participate in SCOE CCSS professional development and Sonoma Leadership Network to develop site leadership team capacity. -Implement Response to Intervention to increase the achievement of Students with Disabilities and students who are struggling academically.	LEA-wide		-Implement a sustained professional development plan that includes professional development days, coaching, participation in SCOE CCSS and SLN training. -Monitor CCSS implementation through observations. -Implement and provide professional development on Response to Intervention (RtI) to specifically address the achievement of Students with Disabilities. Cost = $147,000 funding source = General Fund/Base Grant plus Supplemental/Concentrati on Dollars	-Continue to implement sustained professional development that includes professional development days, coaching, participation in SCOE CCSS and SLN training. -Monitor CCSS implementation through observations. -Continue to implement and provide professional development on Response to Intervention (RtI) to specifically address the achievement of Students with Disabilities. Cost = $121,000 funding source = General Fund/Base Grant plus Supplemental/Concentrati on Dollars	-Continue to implement sustained professional development that includes professional development days, coaching, participation in SCOE CCSS and SLN training. -Monitor CCSS implementation through observations. -Refine implementation of Response to Intervention (RtI) to specifically address the achievement of Students with Disabilities. Cost = $124,000 funding source = General Fund/Base Grant plus Supplemental/Concentrati on Dollars

5) Three untraditional parent involvement strategies and/or family literacy strategies are implemented at each school that are designed to either invite parents into the school in new ways and/or go out into the community in collaboration with community groups.	Priority 3	Reach out to parents who have not been engaged in their child's education or the school by piloting and then evaluating the effectiveness of either non-traditional parent engagement strategies and/or providing family literacy activities. Each school would determine what would work best at the site level.	LEA-wide		Principals at each site work with staff and parents to identify and plan new types of activities to engage parents who have not been engaged in the past. Schools try out these activities and then collect parent feedback and record participation rates. Activities are evaluated and either continued the following year or replaced by another activity. Cost = $29,000 funding source = Supplemental-Concentration Dollars	Principals at each site work with staff and parents conduct either continuing or new activities based on findings the previous year. Parent feedback participation rates are recorded. Activities are evaluated and either continued the following year or replaced by another activity. Cost = $29,000 funding source = Supplemental-Concentration Dollars	Principals at each site work with staff and parents conduct either continuing or new activities based on findings the previous year. Parent feedback participation rates are recorded. Activities are evaluated and either continued the following year or replaced by another activity. Cost = $30,000 funding source = Supplemental-Concentration Dollars
6) Close the achievement gap between EL students, Hispanic/Latino students, economically disadvantaged and students with disabilities and all students by 5% per year using the district adopted benchmark	Priority 4	Teams of teachers develop benchmark assessments over the summer of 2014 using Illuminate. A baseline performance level is set for each significant subgroup the first time the benchmarks are given. Monitor data and plan instruction and	LEA-wide		Use data from ELA and math benchmark assessments to monitor student progress, including subgroups and to plan instruction and interventions to close the achievement gap. Establish baseline passage rate for each subgroup. Review the benchmarks at the end of the year and make revisions as needed. Cost = $12,000 funding source = General Fund/ Base Grant	Use data from ELA and math benchmark assessments to monitor student progress, including subgroups and to plan instruction and interventions to close the achievement gap by the 5% target. Review the benchmarks at the end of the year and make revisions as needed. Cost = $13,000 funding source = General Fund/ Base Grant	Use data from ELA and math benchmark assessments to monitor student progress, including subgroups and to plan instruction and interventions to close the achievement gap by the 5% target. Cost = $13,000 funding source = General Fund/ Base Grant

assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.		interventions with the coach if students or subgroups are not making the target.					
7) Students have access to career technical education (CTE) courses in high school.	Priority 4	Maintain or expand the section capacity for CTE courses and work with SCOE to align curriculum with CCSS.	School-wide		Maintain or expand capacity for CTE courses that are aligned with CCSS and industry sectors with livable wage employment opportunities. Consideration of adding one class and related materials. Cost = $16,000 funding source = General Fund/Base Grant	Maintain or expand capacity for CTE courses that are aligned with CCSS and industry sectors with livable wage employment opportunities Cost = $29,000 funding source = General Fund/Base Grant	Maintain or expand capacity for CTE courses that are aligned with CCSS and industry sectors with livable wage employment opportunities Cost = $27,000 funding source = General Fund/Base Grant
8) Increase the attendance rate by .5% per year to 97%. Decrease the drop out rate at Johanna Echols-Hansen Continuation school by 5% per year.	Priority 5	-Incrementally increase attendance rate through promoting the importance of consistent attendance with parents. -Implement new promotion policy at 8th grade with associated	LEA-wide, school-wide for drop out rate		-Conduct a communications campaign to promote increased student attendance. An emphasis will be placed on positive attendance in Grade K and 1. Monitor attendance rates and contact parents directly when a student is not attending. -Implement new 8th grade promotion requirements and intervention programs	-Continue communications campaign to promote increased student attendance. Monitor attendance rates and contact parents directly when a student is not attending. -Continue 8th grade graduation requirements and intervention programs (during school, after school, summer school) to support students in	-Continue communications campaign to promote increased student attendance. Monitor attendance rates and contact parents directly when a student is not attending. -Continue 8th grade graduation requirements and intervention programs (during school, after school, summer school) to support students in

		interventions to increase the percentage of students entering high school with grade level skills. -Monitor student credits by year and create a watch-list of students who are not on track for graduation due to insufficient credits. Provide interventions and support to these students.			(during school, after school, summer school) to support students in meeting promotion requirements. -Establish credit monitoring system at the HS level and establish support system for students who are credit deficient. Cost = $66,000 funding source = Supplemental/ Concentration Grant	meeting graduation requirements. -Maintain credit monitoring system at the HS level and continue to provide supports to students who are credit deficient. Cost = $66,000 funding source = Supplemental/ Concentration Grant	meeting graduation requirements. -Maintain credit monitoring system at the HS level and continue to provide supports to students who are credit deficient. Evaluate the effectiveness of practices. Cost = $66,000 funding source = Supplemental/ Concentration Grant
9) Counseling staff will be available to provide skilled guidance and support to students who are struggling academically due to social/emotion issues. Students report a greater sense of connection to school.	Priority 6	-Increase counseling staff to work with students individually and in groups on social/emotional issues that are impacting their mental health and academic progress. -Conduct focus group process used at CHS at Washington School to identify how to increase	LEA-wide for counseling, School wide for sense of school connec-tion		-Hire additional counseling staff and provide direction on the focus for services. -Based on input from student focus group at Washington School, pilot activities to increase sense of student connection to school. Collect data on effectiveness at the end of the year and use this to plan activities for the following year. Cost = $200,000 funding source = Supplemental/ Concentration Grant	-Continue to fund additional counseling staff. -Continue to implement and evaluate activities to increase students' sense of connection to school at Washington School. Cost = $202,000 funding source = Supplemental/ Concentration Grant	-Continue to fund additional counseling staff. -Continue to implement and evaluate activities to increase students' sense of connection to school at Washington School. Cost = $203,000 funding source = Supplemental/ Concentration Grant

		students' sense of connection to school.					
10) All students have access to and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).	Priority 7	Continue to ensure that all students have access to and are enrolled in the required areas of study.	LEA-wide		Continue to provide a schedule that gives all students access to the required areas of study. Cost = no cost	Continue to provide a schedule that gives all students access to the required areas of study. Cost = no cost	Continue to provide a schedule that gives all students access to the required areas of study. Cost = no cost
11) Decrease the ratio of student per computer by 10 students per computer from a base of 20.6:1.	Priority 8	Select and purchase computers to meet specific instructional targets and increase student access to interventions.	LEA-wide		Purchase additional computers and provide support for maintaining these computers Cost = $20,000 funding source = General Fund/Base Grant	Purchase additional computers and provide support for maintaining these computers Cost = $20,000 funding source = General Fund/Base Grant	Purchase additional computers and provide support for maintaining these computers Cost = $20,000 funding source = General Fund Base Grant
12) Increase student performance in middle grades in science and history/social studies by 5% per year over a base line set in year 1.	Priority 8	-MS Science and History/Social Studies teachers work with coach on how to integrate CC anchor standards into their curriculum. -MS and HS science teachers participate in professional development on Next Generation	School-wide		MS Science and History/Social Studies teachers work with coach on how to integrate CC anchor standards into their curriculum Cost = $6,000 funding source = Supplemental/ Concentration Grant	-MS and HS science teachers participate in professional development on Next Generation Science Standards. -MS and HS Science and MS and HS History/Social Science teachers work together to develop performance based benchmark assessments to monitor student mastery of standards. Benchmarks are administered and a baseline of student achievement is	-MS and HS Science and MS and HS History/Social Science teachers administer performance based benchmark assessments to monitor student mastery of standards. Teachers work with coach on instructional strategies to increase student performance on benchmarks. Cost = $4,000 funding source = Supplemental/ Concentration Grant

		Science Standards. -MS and HS Science and MS and HS History/Social Science teachers work together to develop performance based benchmark assessments to monitor student mastery of standards.				established. Cost = $4,000 funding source = Supplemental/ Concentration Grant	
13) An average of 75% of students meet each of the six California Physical Fitness HFZ measures	Priority 8	Students in grades 5, 7 and 9 take the annual California Physical Fitness measures and any measure that is not met by 750% of students becomes a focus for physical education the following year.	School-wide		Based on the 2013 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = $0	Based on the 2014 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = $0	Based on the 2015 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = $0

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils

redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5 (Increased parent participation in new ways), 6 (decrease achievement gap), 8 (decreased dropout rate) 9, (Counseling support), and 11 (computers for interventions)	3, 4, 5, 6, 8	For low income pupils: Low-income parents will be specifically targeted for involvement in their child's education (5). Instructional strategies that are more effective for low-income students will be implemented (6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions, students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (9). Increased technology will be available for individualized interventions (11).	LEA-wide		Cost = $156,300	Cost = $156,300	Cost = $156,300
4 (Students taught CCSS with appropriate instructional strategies), 5 (Increased parent	2, 3, 4, 5, 6, 8	For English learners: The District will provide sustained and intensive professional development at grades 1-8 on ELD through a contract	LEA-wide		Cost = $ 314,300 funding source	Cost = $314,300 funding source	Cost = $314,300 funding source

participation in new ways), 6 (decrease achievement gap), 8 (decreased dropout rate) 9, (Counseling support), and 11 (computers for interventions)		with Kevin Clark-Accelerated Reader. All teachers at these grade levels will be trained to provide both leveled ELD and ELD strategies in all instruction. The HS will continue to provide leveled ELD with English 3-D (4). Parents of EL students will be specifically targeted for involvement in their child's education (5). Instructional strategies that provide increased access to content and vocabulary will be implemented in all classrooms across the district (6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (9). Increased technology will be available for individualized interventions					
6 (decrease achievement gap), 8 (decreased dropout rate) 9, (Counseling support), and 11 (computers for interventions)	4, 5, 6, 8	For foster youth: The District will work with the SCOE Foster Youth Coordinator and foster parents to address the individual needs of foster youth. Instructional strategies that are more effective for low-income students will be implemented (6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling	LEA-wide		Cost = $ 10,300	Cost = $10,300	Cost = $ 10,300

		socially/emotionally will receive increased counseling support (9). Increased technology will be available for individualized interventions (11)					
	2, 3, 4, 5, 6, 8	For redesignated fluent English proficient pupils: The District will provide sustained and intensive professional development at grades 1-8 on ELD through a contract with Kevin Clark. All teachers at these grade levels will be trained to provide both leveled ELD and ELD strategies in all instruction. The HS will continue to provide leveled ELD with English 3-D (4). Parents of R-FEP students will be specifically targeted for involvement in their child's education (5). Instructional strategies that provide increased access to content and vocabulary will be implemented in all classrooms across the district (6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (9). Increased technology will be available for individualized interventions (11).	LEA-wide		Cost = $102,300	Cost = $ 102,300	Cost = $ 102,300

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.)

D.

We are receiving $831,217 in Supplemental and Concentration funding for the 2014-15 school year and we have a 64% unduplicated student count. With these funds we are going to implement instructional strategies that are more effective for low-income and/or English learners. Parents will be specifically targeted for involvement in their child's education. The District will provide sustained and intensive professional development at grades 1-8 on ELD through a contract with Kevin Clark/Accelerated Grammar. All teachers at these grade levels will be trained to provide both leveled ELD and ELD strategies in all instruction. The HS will continue to provide leveled ELD with English 3-D. Instructional strategies that provide increased access to content and vocabulary will be implemented in all classrooms across the district. The District will work with the SCOE Foster Youth Coordinator and foster parents to address the individual needs of foster youth.

E. 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 District's prior year EIA expenditure was $420,684.   The District's estimated Supplemental and Concentration Grant Funding is $831,271 and the District's Minimum Proportionality Percentage is 8.8%. During 2014-15 the District changed the instructional model in grades 2 through 6 to add focused ELD instruction through the Kevin Clark model for two hours each day. By doing this the District qualitatively improved services to the target population by 14.28%. In those grades levels there are 210 instructional hours each day. 30 of those hours are now focused on ELD which supports the 14.28% improvement in services.*

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.