

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

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Throughout the LCAP process, the Board of Trustees was informed and updated about the progress of the Plan's development. Representation can be challenging in a small District, and the School Site Council agreed to serve as our district's LCAP parent advisory committee. Due to the small size of the District, with an EL population of 10%, an ELAC committee is not established. The School Site Council has balanced representation from the CTA, CSEA, parents, and staff. Our Board of Trustees and Site Council both have parents representing EL students and students participating in the School Lunch Program. We have no homeless students in our school at present and no Foster Youth Services.</p> <p>Parent/guardian Engagement</p> <p>Sept. 5, 2013 - Curriculum Night</p> <p>All teachers address the transition to Common Core State Standards. Resource materials from the PTA made available on the CDE website were selected as a handout for parents/guardians. The "shifts" in curriculum at their child's grade level seemed a good entry point for most parents. The new LCFF funding and LCAP requirements were introduced.</p> <p>Apr. 19, 2014 - EL Parents' Meeting</p> <p>Parents of students receiving EL services are invited to meet to discuss EL services. No EL parents were able to attend, so the EL resource teacher did some one-to-one outreach during the preparations for the dia del niño celebration and in follow-up phone calls. Five out of 16 EL parents (primary language Spanish) responded and expressed satisfaction with the EL Resource program. One parent wanted to see</p>	<p>There was 90% participation at Curriculum Night, so we know that the information got out to a majority of our families. Resource packets were forwarded to parents/guardians not in attendance. Since Curriculum night is comprehensive and covers a wide variety of topics related to curriculum and school business, the impact on the LCAP is minimal this first year.</p> <p>No impact on the LCAP.</p>

Involvement Process	Impact on LCAP
<p>more reading instruction with greater emphasis on correct English pronunciation in the future.</p> <p>Oct.15, 2013 - Special Education Parents Surveyed</p> <p>Parents of students receiving special education services are issued a survey; respondents are invited to attend a meeting to give input to the Special Educations Self Review (SESR). 15 out of 23 parents returned the SESR surveys, and seven attended the SESR follow-up meeting. 14 out of 15 parents responded "yes" to key questions regarding satisfactions with special education services and processes. Two parents did not feel adequately informed about the IEP process or their child's needs (one was new to the District).</p> <p>Apr. 9, 2014 - Parent Information Night</p> <p>Letters are sent out with report cards inviting parents to attend to provide input to the LCAP. Parents are generally quite satisfied with West Side's services. Main ideas for improving services centered around increasing after school enrichment services, extending the kindergarten day, and increasing band to lower grades.</p> <p>Board of Trustees Engagement</p> <p>August 15, 2013 - The new LCFF funding and LCAP requirements were introduced by superintendent/principal.</p> <p>Sept. 12, 2013 - The board president encouraged board members to attend the Fall Symposium at the Sonoma County Office of Education to learn more about LCFF and the LCAP. STAR Testing API/AYP results reviewed by Trustees.</p> <p>Oct. 17, 2013 - The superintendent/principal reported to the Board. It was agreed that the School Site Council would serve as advisory committee for the LCAP process.</p>	<p>No impact on the LCAP.</p> <p>The Board of Trustees requested that the superintendent/principal submit a proposal for extending the kindergarten day for 2014-15.</p> <p>The Board becomes aware of the LCAP process and follows the progress throughout the year. The Board's understanding of the LCAP requirements increases with each board meeting.</p>

Involvement Process	Impact on LCAP
<p>Nov. 14, 2013 - Two board members reported on the Oct. 26 Fall Symposium and the LCFF and LCAP sessions. A summary of the sessions was generated by an attending board member and distributed to the board.</p>	
<p>Dec. 12, 2013 - Superintendent/principal provides brief update on LCAP progress for Board. CSBA Board Policy and Administrative Regulations 0460 were adopted.</p>	
<p>Jan. 16, 2014 - Superintendent/principal provides brief update on progress for Board. The Board receives and reviews annual report on Title I, ELD, and special education services.</p>	
<p>Feb 13, 2014 - Superintendent/principal provides update on LCAP workshop she attended with another Site Council/CTA member.</p>	
<p>Mar. 13, 2014 - Superintendent/principal provides update on LCAP progress for Board and plans agenda for April input.</p>	
<p>Apr. 10, 2014 - Parent information night was held for input to LCAP. Superintendent/principal provided an overview of the LCAP with emphasis on the eight priorities. A brainstorming session was facilitated and parent ideas were recorded under the eight priorities. The superintendent /principal recorded the input for future distribution.</p>	<p>The board receives input for consideration in LCAP goals development.</p>
<p>May 29, 2014 - The Board approved the updated Single School Plan.</p>	<p>The revised Single School Plan is approved with implications for the LCAP.</p>
<p>Jun.19, 2014 - Public Hearing</p>	
<p>Final Draft of the LCAP and 2014-15 Budget shared with Board of Trustees, School Site Council, and the public at a special board meeting held for this purpose.</p>	<p>The Board and superintendent/principal responds to public input.</p>
<p>Jun. 26, 2014 - The Board of Trustees considers final approval of LCAP and budget.</p>	<p>LCAP and Budget final approval</p>

Involvement Process	Impact on LCAP
<p>School Site Council Engagement</p> <p>Nov. 13, 2013 - Council members were introduced to the LCAP and the eight state priorities developed by the Legislative Analyst's Office.</p> <p>Dec. 11, 2013 - The Site Council receives the superintendent/principal's annual report on Title I, EL, and special education services.</p> <p>Jan. 22, 2014 - The Council receives and reviews STAR testing API/AYP data on students grade 2-6. The annual update of the School Accountability Report Card (SARC) is presented for review.</p> <p>12. Feb. 12, 2014 - The Site Council discusses the best method to communicate with parents for soliciting LCAP input and agree that a letter sent out with report cards would get the most attention.</p> <p>Mar. 26, 2014 - Superintendent/principal discusses April 10 Board of Trustees Meeting and Parent/Guardian Information Night. Plans are made for April Board meeting agenda inviting parents to provide input to LCAP.</p> <p>May 28, 2014 - Review input from Stakeholders; consider goals for LCAP. Review Single School Plan to forward to the Board of Trustees.</p> <p>Staff Engagement (3 out of 8 teachers serve on the Site Council)</p> <p>Nov.1, 2013</p> <p>All staff attend a Professional Development Day on-site facilitated by Sonoma County Office of Education. The Common Core, LCAP, and LCFF Funding were components of the inservice.</p> <p>Nov. 12, 2013 Teacher Meetings on CELDT/ELD</p> <p>Superintendent/principal meets with EL Resource Teacher to review caseload, CELDT scores, and service schedule.</p>	<p>Identifying the School Site Council as the parent advisory committee begins the process of input. This first year, the School Site Council did not receive the LCAP in advance of the Board of Trustees. Next year, the process of developing the LCAP will allow for more timely input from all stakeholders. It will be challenging to coordinate Site Council input to the Comprehensive Safe School Plan, Single School Plan, and the LCAP.</p> <p>Many ideas were presented for our District to consider, most importantly the extended kindergarten day, which has been incorporated into this plan. The superintendent/principal recorded the public comments and ideas and distributed to School Site Council and the Board of Trustees.</p> <p>Increase staff and teacher/CTA involvement in process. Teachers attended parent information night and participated in generating ideas for improved services that are reflected in the LCAP.</p>

Involvement Process	Impact on LCAP
<p>Feb 6, 2014 - Teacher Meetings on Title I and EL Support</p> <p>The superintendent/principal meets with all teachers to review winter multiple measures data and to determine service levels for all students in need of extra support.</p> <p>Feb. 13, 2014 - LCAP Workshop at SCOE</p> <p>The superintendent/principal attends workshop with another Site Council/CTA member.</p>	<p>CELDT student data will inform the goal-setting in the LCAP. Teachers' local assessment measures data will be used for goal setting.</p> <p>Title I student data will inform the goal-setting in the LCAP.</p>

Section 2: Goals and Progress Indicators

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

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

school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

NOTE: Due to transition year between STAR testing and CAASPP, district multiple measures and CELDT scores will be used to measure growth.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>All students need to be proficient in the Common Core State Standards established for each grade level.</p> <p>Metrics - Percentage performing at benchmark or above on local assessments and on standards-based report cards: baseline: ELA 54% Math 55%</p> <p>CA API baseline: 838</p>	<p>Goal 1: All students will be proficient in grade level CCSS in ELA and Math</p>	All	All				1, 2, 4, 7, 8	
					Increase by 5% the number of returning students who are performing at or above grade level ELA and Math	Increase by 5% the number of returning students who are performing at or above grade level in ELA and Math	Increase by 5% the number of returning students who are performing at or above grade level in ELA and Math	
					NA			

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<p>Fed AYP Baseline: met all 9 criteria</p> <p>CELDT Scores: baseline: 4 Beginning, 7 Intermediate, 3 Early Adv, and 3 Advanced</p> <p>Reclassification rate baseline: 12% (2/17 students per year)</p> <p>Teacher misassignment rate baseline: all teachers correctly assigned</p>					<p>NA</p> <p>At least 30% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more</p> <p>Reclassify at rate of 2 students per year</p> <p>Maintain teacher misassignments at 0%</p>	<p>NA</p> <p>At least 30% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more</p> <p>Reclassify at rate of 3 students per year</p> <p>Maintain teacher misassignments at 0%</p>	<p>NA</p> <p>At least 30% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more</p> <p>Reclassify at rate of 3 students per year</p> <p>Maintain teacher misassignments at 0%</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Williams Act certification baseline: no state-adopted CCSS materials					Students will use current materials, adapted for CCSS by classroom teachers	District will consider adopting Math curriculum, along with current materials, adapted for CCSS by classroom teachers	District will consider adopting CCSS ELA curriculum, along with other materials, adapted for CCSS by classroom teachers	
Students need to maintain physical fitness for good health and intellectual development Metrics- Number of mins of physical education at each grade level	Goal 2: All students will receive physical education and fitness opportunities and adequate time outdoors	All	All		Maintain P.E. requirement of	Maintain P.E. requirement of	Maintain P.E. requirement of	3

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baseline: 200 mins every 10 days Percentage of students meeting all six 5 th grade fitness standards baseline: 46.2%					200 minutes every 10 days Increase % of students meeting all six fitness standards by 5% from 46.2 to 48.5%	200 minutes every 10 days Increase % of students meeting all six fitness standards by 5% from 48.5 to 51%	200 minutes every 10 days Increase % of students meeting all six fitness standards by 5% from 51% to 53.5%	

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<p>Students need enrichment opportunities in the arts and sciences to promote communication, collaboration, creativity, and critical thinking</p> <p>Metric - Level of funding allocated .</p> <p>baseline:\$45,000</p> <p>Parents/ guardians need to be involved in their students' education in order for them to be successful</p> <p>Metric – Percentage of attendance at</p>	<p>Goal 3: All students will have opportunities during and after school to experience the arts and sciences.</p>	All	All				5,7,8	
	<p>Goal 4: Parents/ guardians will be involved in their students' education</p>	All	All		<p>Students will be offered a variety of enrichment opportunities by maintaining funding at \$45,000 or more</p> <p>Maintain parent/ guardian attendance at Curriculum</p>	<p>Students will be offered a variety of enrichment opportunities by maintaining funding at \$45,000 or more</p> <p>Maintain parent/ guardian attendance at Curriculum</p>	<p>Students will be offered a variety of enrichment opportunities by maintaining funding at \$45,000 or more</p> <p>Maintain parent/ guardian attendance at Curriculum</p>	3,6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Curriculum Night baseline: 90%</p> <p>Percentage of attendance at Open House baseline: 80%</p> <p>Percentage of participation in Parent/Teacher Conferences baseline: 98%</p> <p>Number volunteers in log baseline: average of 93 volunteers logged in per month</p>				<p>Night at 75% or better.</p> <p>Maintain parent/guardian attendance at Open House at 75% or better.</p> <p>Maintain parent/guardian participation in conferences at 85% or better.</p> <p>Maintain an average of at least 50 volunteer log-ins per month</p>	<p>Night at 75% or better.</p> <p>Maintain parent/guardian attendance at Open House at 75% or better.</p> <p>Maintain parent/guardian participation in conferences at 85% or better.</p> <p>Maintain an average of at least 50 volunteer log-ins per month</p>	<p>Night at 75% or better.</p> <p>Maintain parent/guardian attendance at Open House at 75% or better.</p> <p>Maintain parent/guardian participation in conferences at 85% or better.</p> <p>Maintain an average of at least 50 volunteer log-ins per month</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Students need to feel safe and secure in order to be successful.</p> <p>Metric: Rate of suspensions baseline: 0% in 2013-14; 5 year average 2.5%</p> <p>Rate of expulsions baseline: 0%</p> <p>Acts of confirmed bullying processed baseline: TBD</p> <p>Condition and safety of buildings and campus as measured by FIT</p>	<p>Goal 5: The District will maintain a clean, safe, secure environment</p>	All	All		<p>Maintain suspension rate at 2% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals</p> <p>Maintain buildings and campus in good-exemplary rating on FIT</p>	<p>Maintain suspension rate at 2% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals</p> <p>Maintain buildings and campus in good-exemplary rating on FIT</p>	<p>Maintain suspension rate at 2% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals</p> <p>Maintain buildings and campus in good-exemplary rating on FIT</p>	1,6,8

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
baseline: good-exemplary								
Students need to be engaged in their learning in order to be successful Metric: Attendance baseline: 96% Tardy rate baseline: 935 Truancy rate baseline: 5/168= 3%	Goal 6: Students will be engaged in their learning in order to be successful	All	All		Maintain attendance rate of 95% or higher Decrease previous year's number of tardies by 5% Maintain truancy at less than 3%	Maintain attendance rate of 95% or higher Decrease previous year's number of tardies by 5% Maintain truancy at less than 3%	Maintain attendance rate of 95% or higher Decrease previous year's number of tardies by 5% Maintain truancy at less than 3%	5

[NOTE: West Side Union School District is K-6 district; metrics for 7-12 grade are not applicable.]

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?

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
<p>Goal 1: All students will be proficient in grade-level CCSS in ELA and Math</p>	1, 2, 4, 7, 8	<p>1.1: Provide highly qualified teachers.</p> <p>1.2: Provide instructional assistants to assist teachers in classrooms</p> <p>1.3: Provide Professional Development</p>	LEA-wide		<p>1.1: Highly qualified teachers</p> <p>Cost: \$567,000 Funding source: LCFF, REAP</p> <p>1.2 Instructional assistants</p> <p>Cost: \$60,000 Funding source: Title I, LCFF</p> <p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.</p>	<p>1.1: Highly qualified teachers</p> <p>Cost: \$587,365 Funding source: LCFF, REAP</p> <p>1.2 Instructional assistants</p> <p>Cost: \$65,000 Funding source: Title I, LCFF</p> <p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom</p>	<p>1.1: Highly qualified teachers</p> <p>Cost: \$602,050 Funding source: LCFF, REAP</p> <p>1.2 Instructional assistants</p> <p>Cost: \$70,000 Funding source: Title I, LCFF</p> <p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>1.4: Provide CCSS aligned materials</p> <p>1.5: Provide CCSS-based assessments and report cards</p> <p>1.6 Provide intervention services for students with</p>			<p>Cost: \$14,200 Funding source: LCFF, CCSS</p> <p>1.4: Adapt current classroom materials; consider math curriculum for next year's adoption</p> <p>Cost: \$6,000 Funding Source: CCSS</p> <p>1.5: District will develop and pilot new report cards aligned to CCSS, and new benchmarks for existing local ELA and Math assessments to align with CCSS</p> <p>Cost: \$0</p> <p>1.6: Staff services for students with disabilities</p>	<p>materials to CCSS.</p> <p>Cost: \$11,200 Funding source: LCFF</p> <p>1.4: Adapt current classroom materials; potential adoption of math curriculum</p> <p>Cost: TBD Funding source: TBD</p> <p>1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness</p> <p>Cost: \$0</p> <p>1.6: Staff services for students with disabilities</p> <p>Cost: \$ 90,000</p>	<p>materials to CCSS.</p> <p>Cost: \$11,200 Funding source: LCFF</p> <p>1.4: Purchase of further adopted materials</p> <p>Cost: TBD Funding Source: TBD</p> <p>1.5 District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness</p> <p>Cost: \$0 Funding Source:</p> <p>1.6: Staff services for students with disabilities</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>disabilities</p> <p>1.7 Provide expanded and improved technology usage for all students</p> <p>1.8 Extend kindergarten day by increasing instructional minutes from 210 to 270 mins daily</p>			<p>Cost: \$ 90,000 Funding Source: REAP, LCFF, Spec Ed</p> <p>1.7 Apply recommendations detailed in Bright Bytes report Cost: \$0</p> <p>1.8 Restructure kindergarten/El Resource Teacher position Cost: \$0</p>	<p>Funding Source: REAP, LCFF, Spec Ed</p> <p>1.7 Apply recommendations detailed in Bright Bytes report Cost: \$0</p> <p>1.8 Evaluate continuation of extended kindergarten day Cost: \$0</p>	<p>Cost: \$90,000 Funding Source: REAP, LCFF, Spec Ed</p> <p>1.7 Apply recommendations in Bright Bytes report Cost: \$0</p> <p>1.8 Evaluate continuation of extended kindergarten day Cost: \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: All students will receive physical education and fitness opportunities, and adequate time outdoors.</p>	3	<p>2.1: All teachers will schedule the required minutes.</p> <p>2.2 Include review of P.E. minutes in certificated eval process.</p> <p>2.3 Ensure adequate equipment and resources.</p> <p>2.4 Articulate fitness standards throughout the grades.</p>	LEA-wide		<p>2.1: Communicate P.E. required mins; set up master schedule.</p> <p>Cost: \$0</p> <p>2.2 Supt/principal to include P.E. in observations.</p> <p>Cost: \$0</p> <p>2.3 Solicit equipment needs; purchase/replenish PE equipment.</p> <p>Cost: \$2,000 Funding source: LCFF, Parent Foundation</p> <p>2.4 Implement the fitness standards identified for each grade.</p> <p>Cost: \$0</p>	<p>2.1: Communicate P.E. required mins; set up master schedule.</p> <p>Cost: \$0</p> <p>2.2 Supt/principal to include P.E. in observations.</p> <p>Cost: \$0</p> <p>2.3 Solicit equipment needs; purchase/replenish P.E. equipment.</p> <p>Cost: \$2,000 Funding source: LCFF, Parent Foundation</p> <p>2.4 Refine fitness standards for each grade.</p> <p>Cost: \$0</p>	<p>2.1: Communicate P.E. required mins; set up master schedule.</p> <p>Cost: \$0</p> <p>2.2 Supt/principal to include PE in observations.</p> <p>Cost: \$0</p> <p>2.3 Solicit equipment needs; purchase/replenish P.E. equipment.</p> <p>Cost: \$2,000 Funding source: LCFF, Parent Foundation</p> <p>2.4 Refine fitness standards for each grade.</p> <p>Cost: \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: All students will have opportunities during and after school to experience the arts and sciences.	5,7,8	3.1 Parents, staff, and students have input on content and scheduling of enrichment opportunities. 3.2 A schedule of art, music, garden, drama, technology, library, field trips and assemblies will be planned.	LEA-wide		3.1 District solicits input from stakeholders to determine enrichment opportunities in the arts and sciences. Cost: \$0 3.2 Parent Foundation allocates funding. Cost: \$45,000-\$65,000 Funding source: Parent Foundation	3.1 Districts solicits input from stakeholders to determine enrichment opportunities in the arts and sciences. Cost: \$0 3.2 Parent Foundation allocates funding. Cost: \$45,000-\$65,000 Funding source: Parent Foundation	3.1 District solicits input from stakeholders to determine enrichment opportunities in the arts and sciences. Cost: \$0 3.2 Parent Foundation allocates funding. Cost: \$45,000-\$65,000 Funding source: Parent Foundation
Goal 4: Parents/guardians will be involved in their students' education.	3,6	4.1 District will provide a variety of opportunities for parent participation at school.	LEA-wide		4.1 District will provide a variety of opportunities for parent participation at school. Cost: \$0	4.1 District will provide a variety of opportunities for parent participation at school. Cost: \$0	4.1 District will provide a variety of opportunities for parent participation at school. Cost: \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>4.2 District will keep parents informed and actively solicit input via surveys, newsletters, and Site Council, Foundation, and Board meetings.</p> <p>4.3 District to provide volunteer training and access to fingerprinting.</p>			<p>4.2 District will continue to inform parents and solicit input. Cost: \$0</p> <p>4.3 District to provide volunteer training and fingerprinting. Cost: \$500 Funding source: LCFF</p>	<p>4.2 District will continue to inform parents and solicit input. Cost: \$0</p> <p>4.3 District to provide volunteer training and fingerprinting. Cost: \$500 Funding source: LCFF</p>	<p>4.2 District will continue to inform parents and solicit input. Cost: \$0</p> <p>4.3 District to provide volunteer training and fingerprinting. Cost: \$500 Funding source: LCFF</p>
Goal 5: The District will maintain a clean, safe, secure environment.	1,6,8	5.1 The District will fund a full-time custodian/grounds-keeper.	LEA-wide		<p>5.1 Employ custodian/grounds-keeper Cost: \$48,800 Funding source: LCFF</p>	<p>5.1 Employ custodian/grounds-keeper Cost: \$50,300 Funding source: LCFF</p>	<p>5.1 Employ custodian/grounds-keeper Cost: \$52,500 Funding source: LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>5.2 Maintain Safety Committee; establish annual goals with input from stakeholders</p> <p>5.3 Conduct FIT inspection; make necessary repairs.</p> <p>5.4 Implement student discipline program and Toolbox curriculum.</p> <p>5.5 Staff will be trained in first aid and emergency preparedness.</p>			<p>5.2 Purchase security blinds for identified classrooms.</p> <p>Cost: \$10,000 Funding source: LCFF, Fund Balance</p> <p>5.3 Complete dry rot repairs and painting.</p> <p>Costs: \$1,000 Funding source: LCFF</p> <p>5.4 Review/revise discipline program as component of Comprehensive Safe School Plan.</p> <p>Cost: \$0</p> <p>5.5 Identify training updates needed for key staff; train new staff.</p> <p>Cost: \$500 Funding source: GF, RESIG safety funds</p>	<p>5.2 Maintain Safety Committee; goals TBD.</p> <p>Cost: TBD</p> <p>5.3 TBD</p> <p>5.4 Review/revise discipline program as component of Comprehensive Safe School Plan.</p> <p>Cost: \$0</p> <p>5.5 Identify training updates needed for key staff; train new staff.</p> <p>Cost: \$500 Funding source: GF, RESIG safety funds</p>	<p>5.2 Maintain Safety Committee; goals TBD.</p> <p>Cost: \$0</p> <p>5.3 TBD</p> <p>5.4 Review/revise discipline program as component of Comprehensive Safe School Plan.</p> <p>Cost: \$0</p> <p>5.5 Identify training updates needed for key staff; train new staff.</p> <p>Cost: \$500 Funding source: GF, RESIG safety funds</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 6: Students will be engaged in their learning to be successful	5	<p>6.1 Attendance data will be reported at each Trimester.</p> <p>6.2 Students with poor attendance will be issued attendance letters and possible referrals to SARB.</p> <p>6.3 District will increase community awareness of problem of excessive tardies.</p>	LEA-wide		<p>6.1. Revised CCSS report cards will include attendance data. Cost: \$0</p> <p>6.2 District will issue attendance letters and make SARB referrals. Cost: \$200 Funding source: LCFF</p> <p>6.3 District will increase communications regarding tardies and launch awareness program through Site Council. Cost: \$0</p>	<p>6.1. Provide attendance data at each Trimester Cost: \$0</p> <p>6.2 District will issue attendance letters and make SARB referrals. Cost: \$200 Funding source: LCFF</p> <p>6.3 District will continue to increase awareness regarding attendance. Cost: \$0</p>	<p>6.1. Provide attendance data at each Trimester. Cost: \$0</p> <p>6.2 District will issue attendance letters and make SARB referrals. Cost: \$200 Funding source: LCFF</p> <p>6.3 District will continue to increase awareness regarding attendance. Cost: \$0</p>

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
Goal 1: All students will be proficient in grade level CCSS in ELA and Math	1, 2, 4, 7, 8	Provide Title I/Literacy Intervention services based on data from local assessments and teacher input	LEA-wide		Provide necessary hours per week of Literacy intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input. Cost: \$40,000 Funding Source: LCFF Supplemental Title I, REAP	Provide necessary hours per week of Literacy intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input. Cost: \$45,000 Funding Source: LCFF, Supplemental, Title I, REAP	Provide necessary hours per week of Literacy intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input. Cost: \$50,000 Funding Source: LCFF Supplemental, Title I, REAP

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher</p> <p>Redesignated fluent English proficient pupils will be monitored for continued success</p> <p>The District does not have Foster Youth at this time</p>	LEA-wide		<p>.40 FTE EL Resource Teacher salary</p> <p>Cost: \$ 17,500 Funding Sources: LCFF Supplemental, Title III</p>	<p>.40 FTE EL Resource Teacher salary</p> <p>Cost: \$ 18,000 Funding Sources: LCFF Supplemental, Title III</p>	<p>.40 FTE EL Resource Teacher salary</p> <p>Cost: \$ 18,500 Funding Sources: LCFF Supplemental, Title III</p>
Goal 4: Parents/guardians will be involved in their students' education.	3,6	Provide translation services for Spanish speaking parents	LEA-wide		<p>Translation services</p> <p>Cost: \$1,000 Funding Source: LCFF Supplemental</p>	<p>Translation services</p> <p>Cost: \$1,000 Funding Source: LCFF Supplemental</p>	<p>Translation services</p> <p>Cost: \$1,000 Funding Source: LCFF Supplemental</p>

- 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 district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The LEA's increase in funds for the LCFF supplemental and concentration grants for year 2014-15 is \$23,295. The percentage of students in the unduplicated count is 21.43%. The District plans to expend those funds to pay the salary for our credentialed EL Resource Teacher to provide support services to our EL population. The needs of our low-income students who are not EL are currently being addressed through our Literacy Intervention Program (LIP), which is available to students performing below grade level recommended by the classroom teacher. The salary for the LIP teacher is paid through the balance of LCFF Supplemental Funding combined with our Federal REAP grant. The District does not currently have any foster children, nor do we anticipate any in the upcoming year.

- 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.

The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 2.35%. Our .40 FTE credentialed EL Resource instructor divides his time proportionally among all 7 classrooms to support our ELs, providing an average of 17% additional small group or 1:1 teacher/pupil time above what other students receive for improved quality of services. Low-income students receiving Literacy Intervention services are provided 17% additional small group or 1:1 teacher/pupil time above what other students receive for improved quality of 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.