



BENNETT VALLEY
UNION SCHOOL DISTRICT

Local Control Accountability Plan

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Year 1

Bennett Valley Union School District: Local Control Accountability Plan
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Introduction

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 1 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)

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

	2012-13:	Summer 2013	2013-14:	2014-15:	2015-16:	2016-17
Common Core Focus	Awareness Year: Math, Language Arts	4 C's, Math	Transition Year 1: Math and 4 C's	Transition Year 2: Math and 4 C's; Transition Year 1: Language Arts Awareness Year 1: Science	Implementation Year 1— Math, 4C's Transition Year 2: Language Arts Awareness Year 2: Science	Implementation 2— Math, 4C's Implementation 1: Lang Arts Texts or Supplements Transition 1: Science
21 st Century Skills: Communication Collaboration Creativity Critical Thinking Compassion		21 st Century Team attends SCOE week long training— develops workshops and resources for teachers and schematic for the year	4 C's training Multiple resources provided to teachers 21 st Century Team adds two members and attends 3 part High Performance Teams training works with Math Resource Team	21 st Century serves as steering committee 4C's lessons given at faculty meetings, analyzed in grade level meetings	21 st Century serves as steering committee for Math Resource Team RTI Team Technology Committee English Language Arts Committee	Full implementation
Math	Sadlier K Saxon 1-6 Grade level reps attend SCOE workshops— become Math Resource Team	Common Core Flip Books 2-day Math Resource/21 st Century Team/Josh Deis Training for all teachers Teacher leaders begin to develop lessons/resources for Math common core implementation	Area of Focus Teacher Leader led training and development of common core integrated lessons/units as appropriate by grade level, MARS tasks, Number Talks Use of Saxon continued for continuum	Area of Focus— Deepening Understanding/integration of common core while continuing the use of Saxon Math Solutions Training for all teachers: Number Talks Math Practices: 3 part series Text book selection process begins	Selection, implementation of and Training in new text adoption	Full implementation

	2012-13:	Summer 2013	2013-14:	2014-15:	2015-16:	2016-17
English Language Arts	Treasures program Writing By Design (4-6) Novels Units (4-6) Some teachers attend SCOE workshops and share with colleagues	Common Core Flip Books 4 C's training	Treasures program Writing By Design (4-6) Novels Units (4-6) SCOE Workshops	Treasures program Novels Units (4-6) SCOE Workshops English Language Arts Resource Committee empanelled	Area of Focus Treasures program Novels Units (4-6) Determine text/supplementary materials adoption needs ELA Training (possibly West Ed) for all teachers: Literacy, Academic language, Text complexity, Ensuring Rigor	Implementation of new text and/or supplementary ELA materials Full implementation
Science	Scott Foresman K-5 Houghton Mifflin 6 Healthy You 4-5 Teen Health 6	Scott Foresman Houghton Mifflin 6 Healthy You 4-5 Teen Health 6	Scott Foresman K-5 Houghton Mifflin 6 Healthy You 4-5 Teen Health 6	Scott Foresman K-5 Houghton Mifflin 6 Healthy You 4-5 Teen Health 6 Preliminary Awareness of CC science	Current Texts Deepen knowledge of common core science standards Awareness of Common Core Science	Science Transition: Adoption anticipated for 2018-19
Technology	Strawberry Computer Lab gets Touch Screen Computers from APT All classes have data projectors, document cameras, dedicated presentation lap top, teacher lap top, student computers	Yulupa Computer Lab gets Touch Screen Computers from APT Gallery Walk – mini technology workshops	Areas of Focus <u>Common Core Funds:</u> Bandwidth upgrades, purchase of 165 lap tops for Smarter Balance <u>Curriculum addition:</u> Digital Citizenship Curriculum and SBAC readiness Optional tech -teacher workshops after school	Areas of Focus: Digital Citizenship Curriculum New Technology Standards Ensure instructional tech works in all classes; add outlets Keyboarding	Areas of Focus: Digital Citizenship Curriculum New Technology Standards Move toward 1:1 student to computer ratio Keyboarding	Areas of Focus: Digital Citizenship Curriculum New Technology Standards Move toward 1:1 student to computer ratio
Special Needs	RtI Committee Continues to meet and proficiency based groupings continue	Special Ed Summer School CC Training special needs students	RtI Committee: proficiency based groupings continue Special Education Self Review w/ parent mtg Special needs staff begin to integrate CC and MARS tasks EL parents: EL homework/ tutor	Before/Afterschool Homework/Tutoring EL & struggling pupils Increase counseling. Lunch alternatives to the playground Parent CC training	New math adoption will address special needs	Language arts supplementary adoption will address special needs

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 2013-14	Impact on LCAP
<p>The Board of Trustees, Site Council, Leadership--CSEA chapter leaders and BVTA leaders, were introduced to the LCFF and notions of the LCAP through the fall. Trustees and the Superintendent attended SCOE workshops regarding LCFF and LCAP. Once the State Board acted on January 16, the outreach effort went into high gear. Input on the LCAP was solicited via survey and a series of meetings. We decided to start with individual surveys so we could hear from individuals directly without the impact of others' commentary and ideas. Then we went to small groups—BVTA/CSEA Leadership, D/ELAC, Site Council. Then to employee meetings and finally the Town Hall Meeting.</p> <p><u>Informational meetings and correspondence</u></p> <p>January 8: School Board Meeting: The School Board discussed the upcoming LCAP</p> <p>January 24: Newsletter: The LCAP was introduced to parents</p> <p>February 12: School Board Meeting: The school board heard more about the LCAP, determined a timeline and developed questions for the surveys.</p> <p>February 21: Newsletter: The district newsletter went into greater detail about the LCAP</p> <p>February 24: Joint Admin, BVTA, and CSEA Leadership Team Meeting</p> <p>February 25: School Site Council—LCAP Development Team: The Superintendent met with the School Site Council</p> <p>March 12: School Board Meeting: The school board reviewed the survey data</p> <p>March 27: Newsletter: The Parents received a summary of the survey results and additional information about the LCAP and the stakeholders' meeting on April 9</p> <p><u>Stakeholder Input Collection Activities (see column 2 for impact on LCAP)</u></p> <p>February 12: Response to Intervention Team Meeting</p> <p>February 21: Surveys: All parents, employees and students were given LCAP and Technology Bright Bytes surveys with the same basic questions tailored to them and had until March 5 to complete the survey.</p> <p>March 4: DLAC: The Superintendent met with the parents of English Learners</p> <p>April 8: Employee LCAP Meeting</p> <p>April 9: Town Hall Meeting: The Board of Trustees held a Town Hall Meeting for all stakeholders</p> <p>April 22: School Site Council/Parent Advisory Committee compiles input and reviews draft of LCAP modifying it.</p> <p>May 1: School Site Council/Parent Advisory/DELAC/Employee Associations Leadership received draft of LCAP for comment.</p> <p>May 13: Superintendent would have responded in writing to comments on the LCAP from School Site Council/Parent Advisory/DELAC/Employee Associations Leadership but no comments were made.</p> <p>May 14: Board Meeting: The Board of Trustees held a public hearing on the</p>	<p>Impact on LCAP</p> <p>February 12: Response to Intervention Team Meeting: We discussed our LCAP focusing on meeting the needs of children at risk (Foster kids, EL, kids with disabilities, etc). We discussed systems in place to assist teachers with struggling students and that additional counseling support was needed—small group with focused topics, lunch bunch. We need to revisit and refresh ourselves with the Progress Monitoring phase of Dibels.</p> <p>February 21-March 5 District LCAP Surveys: Survey results suggested the following needs and priorities:</p> <p>Parent Surveys: Afterschool homework/tutorial, Full time Counselor, Remedial Summer School</p> <p>Employee Surveys: Afterschool homework/tutorial, Remedial Summer School, Full time Counselor</p> <p>Student Surveys: Afterschool or before school homework/tutorial, Full time Counselor</p> <p>February 21-March 5 Bright Bytes survey results suggested the following:</p> <p>Parents: Great home access</p> <p>Teachers: Digital Citizenship needed</p> <p>Students: Digital Citizenship and more keyboarding needed</p> <p>March 4 D/ELAC Meeting: The parents of English Learners indicated that they would like us to add an after school homework club/tutorial for English learners and parenting classes that would assist them in parenting their children for success in school</p> <p>April 8 Employee Meeting:</p> <p>Student Progress: Before/after school tutorial/homework center—may need to address transportation (before remedial summer school), additional counseling support, parenting classes</p> <p>School Facilities: Outlets, some tech replacements to ensure reliable tech in every class (doc cameras, data projectors, computers, sound systems), move toward 1:1 student to computers, maintenance/custodial—safety (lights, locks)</p> <p>Need for common-core aligned instructional materials, training</p> <p>School Climate: School-wide system (Tool Box, Tribes, Second Step, Updated BEST), Lunch support for kids (lunch bunch, library, lab, art), restructure rainy day, address tardies/absenteeism with counselor support, strengthen wellness policy, conflict managers, better bag lunches, enhanced communication</p> <p>Staff support for Common core implementation: Training (all instructional personnel), materials, report cards, parent training</p>

LCAP and later approved the LCAP for first reading with minor revisions (corrected decimal, inclusion of support for beginning teachers)
May 15: LCAP Draft posted to the District website—E-Blast/paper copy sent to parents and staff.
Public Comment period May 15-June 5: No comments were made
June 11: Board Meeting: LCAP Public Hearing; LCFF Public Hearing
June 18 LCAP approval and Budget approval

April 9 Stakeholders Town Hall Meeting:
Student Progress:
1) Increased counseling support that would include social skills lessons such as second step or tool box; targeted groups including motivation, friendship; parenting workshops (parenting skills, homework help, common core, etc.); recess options for students such as lunch bunch; psychological support for general students and staff
2) After or before school support (homework center/tutorial) for all struggling learners
3) Remedial summer school when funds allow
School Climate: More counseling time
Other activities during recess and lunch—competitive and non competitive, some organized activities
Facilities: Safety issues—e.g. locks that lock from inside, window coverings. Well lit campus—parking lots, etc.

April 22 School Site Council Meeting:
Student Progress:
1) Increased counseling support that would include social skills lessons such as second step or tool box; targeted groups including motivation, friendship; parenting workshops (parenting skills, homework help, common core, etc.); recess options for students such as lunch bunch; psychological support for general students and staff
2) After or before school support (homework center/tutorial) for all struggling learners (More robust after school program)
3) Remedial summer school when funds allow
School Climate: More counseling time
Other activities during recess and lunch—competitive and non competitive, some organized activities
Facilities: Rehire custodial position cut during budget cuts to insure more frequent cleaning and maintenance repairs.

May 14: Board Meeting: First of two public hearings on LCAP. Minor revisions were made as a result (correction of decimals; inclusion of support for beginning teachers induction).

May 15-June 5: Eblast to all families and posting on website: Public comment period: No comments were made

Note: The Bennett Valley Union School District has only one current foster child.

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 each goal may be linked to more than one priority if appropriate
	Description of Goal	Applicable Pupil Subgroup	School (s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Students need a comprehensive and enriched curriculum to prepare them for their futures.</p> <p>Metric: Student performance on State tests, Dibels, Fitness, BrightBytes surveys, teacher misassignment</p> <p>Baseline State Tests: 2013, 76% of students tested scored proficient ELA and 77% Math. Dibels: Midyear 2014: Strawberry: 29 well below; 35 below; Yulupa 27 well below; 42 below PE testing: 2013 30.3% in the healthy fitness zone on all 6 measures. BrightBytes: 2014 student to computer ratio was below 2:1; Digital Citizenship and Foundational Skills curriculum needs to be enhanced Teacher Misassignments: 0</p>	<p>Goal #1: All students will be taught and experience a comprehensive and enriched curriculum taught by highly qualified teachers and supported by highly qualified staff. The curriculum will be designed to engage students, prepare them for their future education, and to give them life skills. The curriculum will address the common core standards, and include instruction in the core subjects, and technology, instructional media, physical education, visual and performing arts. It will be taught in facilities that are clean, safe, and conducive to teaching and learning in the 21st century. The schools and district will be lead by a highly qualified administrative team.</p>	All	All		<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 percentage points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 point improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0</p>	<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 points improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0</p>	<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 points improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0</p>	<p>Priority 1: Basic</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 5: Pupil Engagement</p> <p>Priority 6: School Climate</p> <p>Priority 7: Course Access</p>

<p>Need: Students need a comprehensive and enriched curriculum to prepare them for their futures.</p> <p>Metric: Student performance on State tests, Dibels, Fitness, BrightBytes surveys, teacher misassignment</p> <p>Baseline State Tests: 2013, 76% of students tested scored proficient ELA and 77% Math. Dibels: Midyear 2014: Strawberry: 29 well below; 35 below; Yulupa 27 well below; 42 below PE testing: 2013 30.3% in the healthy fitness zone on all 6 measures. BrightBytes: 2014 student to computer ratio was below 2:1; Digital Citizenship and Foundational Skills curriculum needs to be enhanced Teacher Misassignments: 0</p> <p>Course Access: All students have access to an enriched curriculum in the visual and performing arts, PE, Library, and Technology</p>	<p>Goal #1: All students will be taught and experience a comprehensive and enriched curriculum taught by highly qualified teachers and supported by highly qualified staff. The curriculum will be designed to engage students, prepare them for their future education, and to give them life skills. The curriculum will address the common core standards, and include instruction in the core subjects, and technology, instructional media, physical education, visual and performing arts. It will be taught in facilities that are clean, safe, and conducive to teaching and learning in the 21st century. The schools and district will be lead by a highly qualified administrative team.</p>	<p>All</p>	<p>All</p>		<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 percentage points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 point improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0 Course Assess: Maintain access to an enriched curriculum to all students</p>	<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 points improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0 Course Assess: Maintain access to an enriched curriculum to all students</p>	<p>Student performance on: State tests: Percentage of students scoring proficient on state tests will increase by 2% Dibels: Students at benchmark will increase by 2 points per year Fitness: Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year. BrightBytes will show a 2 points improvement in student access to technology, digital citizenship, and Foundational skills Teacher misassignments: Maintain 0 Course Assess: Maintain access to an enriched curriculum to all students</p>	<p>Priority 1: Basic Priority 2: Implementation of State Standards Priority 5: Pupil Engagement Priority 6: School Climate Priority 7: Course Access</p>
<p>Need: Students need to achieve proficiency in Common Core Standards</p>	<p>Goal # 2: All teachers and instructional support staff will continue their learning</p>	<p>All</p>	<p>All</p>		<p>By May 2015, teachers will report a 50% higher</p>	<p>By May 2016, teachers will report a 50%</p>	<p>By May 2017, all teachers will report full implementation</p>	<p>Priority 1: Basic Well-</p>

<p>Need: Students need to Achieve Proficiency in Common Core Standards</p> <p>Metric: State Assessment</p> <p>Baseline: In 2013, 76% of students tested scored proficient in ELA and 77% in Math.</p>	<p>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</p> <p>Annual Goal: at least 2.5% growth per year beginning in 2015.</p>	<p>All</p>	<p>All</p>		<p>In 2013, 76% of students tested scored proficient in ELA and 77% in Math. In 2015, there will be a 2.5% increase in proficiency on new State assessments (78.5 ELA and 79.5% Math).</p>	<p>In 2016, there will be a 2.5% increase in proficiency over 2015 on State assessments= 81% in ELA and 82% in Math</p>	<p>In 2017, there will be a 2.5% increase in proficiency over 2016 on State assessments= 83.5% in ELA and 84.5% in Math</p>	<p>Priority 2: Implement ation of State Standards</p> <p>Priority 4: Pupil Achieveme nt</p>
<p>Need: English language Learner students need to achieve the same rigorous grade-level academic standards that are expected of all students.</p> <p>Metric: CELDT, State Test Scores</p> <p>Baseline: CELDT Scores: 2013 %meeting criteria: K 8%; 1 53%; 2 50%; 3 25%; 4 67%; 5 82%; 6 60%</p> <p>State Test Scores 2013 46% of ELs were proficient in ELA and 64% were proficient in Math</p>	<p>Goal #5: Goal #5: ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.</p> <p>Annual Goal: 5% annual growth in English Language Development as measured by the CELDT and 5% annual growth in Language arts and math proficiency as determined by State tests</p> <p>Since redesignation to Fully English Proficient (R-FEP) requires passing CELDT criteria and attaining proficiency in ELA and Math for 2 years on state tests, redesignation will take place at the beginning of 5th grade. Our goal is to increase our RFEP rate by 5% per year</p>	<p>English Learners</p>	<p>All</p>		<p>5% annual increase in English Fluency as measured on the CELDT and</p> <p>5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Redesignation Fully English Proficient rate increase of 5%</p>	<p>5% annual increase in English Fluency as measured on the CELDT and</p> <p>5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Redesignation Fully English Proficient rate increase of 5%</p>	<p>5% annual increase in English Fluency as measured on the CELDT and</p> <p>5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Redesignation Fully English Proficient rate increase of 5%</p>	<p>Priority 2: Implement ation of State Standards</p> <p>Priority 4: Pupil Achieveme nt</p>

<p>Need: Struggling students need support to assist them in reaching proficiency in Common Core Language Arts and Math</p> <p>Metric: In 2013, 76% of students tested scored proficient in ELA and 77% in Math.</p>	<p>Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and to those whose interpersonal issues have become a hindrance to their educational success</p>	<p>All</p>	<p>All</p>	<p>Students will have access to needed programs to assist them in academic progress and social/emotional health. This will help us achieve a 2.5% increase in proficiency and result in fewer students with disciplinary referrals</p>	<p>Students identified as needing intervention will show at least a 2.5% in proficiency as measured by State tests, Dibels, teacher reports</p>	<p>Students identified as needing intervention will show at least a 2.5% in proficiency as measured by State tests, Dibels, teacher reports</p>	<p>Priority 4: Pupil Achievement</p> <p>Priority 5: Other Student Outcomes</p> <p>Priority 6: School Climate</p>
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<p>Need: School facilities must be modern, clean, and conducive to learning. Due to budget shortages over the past 5 years, we have been down custodial staff resulting in classrooms not being cleaned daily.</p> <p>Metric: RESIG Facility Audit 2014 and Annual FITT survey</p> <p>Baseline: There are several maintenance issues needed</p>	<p>Goal # 7: Facilities are safe, well-maintained and conducive to learning and include integrated educational technology.</p>	<p>All</p>	<p>All</p>		<p>FITT survey will indicate that all school facilities are clean and well maintained and ALL RESIG audit recommendations will have been addressed</p>	<p>FITT survey will continue to indicate that all school facilities are clean and well maintained</p>	<p>FITT survey will indicate that all school facilities are clean and well maintained</p> <p>We will receive a clean audit from RESIG</p>	<p>Priority 1: Basic: School Facilities</p>
<p>Need: Parents need to be involved in their student’s education in order for them to be successful. Some parents report needing parenting classes to help them support their child’s success in school</p> <p>Metric: Annual parental survey; parenting classes offered</p> <p>Baseline: No parenting classes were offered in 2013-14</p>	<p>Goal # 8: Support to parents will be given to assist them in helping their children be successful in school.</p>	<p>All</p>	<p>All</p>		<p>Parent classes will be offered</p>	<p>An increased number of parents will participate in parenting classes. Parents taking parenting classes will report that the classes were helpful.</p>	<p>An increased number of parents will participate in parenting classes. Parents taking parenting classes will report that the classes were helpful.</p>	<p>Priority 3: Parent Involvement</p>
<p>Need: Students with attendance problems need to attend school regularly.</p> <p>Metric: Attendance Reports</p> <p>Baseline: In 13-14 we had three habitual truants and a 97.02% attendance rate</p>	<p>Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual and family systems (Project SAMS--restorative justice/mediation model)</p>	<p>All</p>	<p>All</p>		<p>Attendance of truant students will improve by 10%</p>	<p>Attendance of truant students will improve by 15%</p>	<p>Attendance of truant students will improve by 20%</p>	<p>Priority 3: Parent Involvement Priority 5: Pupil Engagement Priority 6: School Climate</p>

<p>Need: Students need to feel safe and secure at school. School-wide anti-bullying/ cultural inclusion systems will continue and be enhanced</p> <p>Metric: Disciplinary reports—reduction of suspension; Healthy Kids Survey</p> <p>Baseline: In 13-14 we had 34 suspensions (combining both in school and out). In 13-14, we had 0 expulsions</p>	<p>Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not a part of our culture.</p>	<p>All</p>	<p>All</p>		<p>Disciplinary referrals will decrease by 2%. Students will report feeling safe, respected and included in school-- Healthy Kids Survey</p> <p>Maintain 0 expulsions</p>	<p>Disciplinary referrals will decrease by an additional 2%. Students will report feeling safe, respected and included in school on the Healthy Kids Survey</p> <p>Maintain 0 expulsions</p>	<p>Disciplinary referrals will decrease by an additional 2%. Students will report feeling safe, respected and included in school-Healthy Kids Survey</p> <p>Maintain 0 expulsions</p>	<p>Priority 6: School Climate</p>
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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 district-wide, school-wide, countywide, or charter-wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections [52061](#), [52067](#), and [47606.5](#).

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section [52052](#), to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section [52052](#), including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section [52052](#) but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

3a: Actions/Services Provided to ALL Pupils: Description of the Base program

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 taught and experience a comprehensive and enriched curriculum taught by highly qualified teachers and supported by highly qualified staff. The curriculum will be designed to engage students, prepare them for their future education, and to give them life skills. The curriculum will address the common core standards, and include instruction in the core subjects, and technology, instructional media, physical education, visual and performing arts. It will be taught in facilities that are clean, safe, and conducive to teaching and learning in the 21st century. The schools and district will be lead by a highly qualified administrative team.</p>	<p>Priority 1: Basic</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 5: Pupil Engagement</p> <p>Priority 6: School Climate</p> <p>Priority 7: Course Access</p>	<p>Actions and Services: 180 day school year (restored the 2 school days lost to budget cuts during 2012-13, 2011-12, and 2010-11)</p> <p>All teachers, administrators, and instructional paraprofessionals are highly qualified</p> <p>Maintain K-3 Class Size Reduction to an average of 21 students per class</p> <p>Computer labs are refreshed, fully staffed, and the curriculum is relevant and integrated.</p> <p>Libraries are staffed, there is an educational curriculum. Classes visit libraries weekly. Students may visit libraries at designated recesses.</p> <p>PE will continue to be taught 100 minutes per week</p> <p>Arts continue to be taught by teachers and augmented by Artists in Residence (BVEF)</p>	<p>LEA Wide</p>		<p>Faculty, Staff, and administrators: \$6,100,980 (includes salary and benefits for all employees + step/column)</p> <p>LCFF will also cover Furlough Restoration Class Size Reduction Computer Labs Libraries Strawberry PE Strawberry Clerk Nursing services Counseling Services Special Ed Encroachment Dibels Coach GATE Services Facilities maintenance and improvement Utilities, legal, County and other required services Beginning teacher induction</p>	<p>Faculty, Staff, and administrators: 6,258,100 (includes all employees + step/column)</p> <p>LCFF will also cover Furlough Restoration Class Size Reduction Computer Labs Libraries Strawberry PE Nursing services Counseling Services Special Ed Encroachment Dibels Coach GATE Services Facilities maintenance and improvement Utilities, legal, County and other required services Beginning teacher induction</p>	<p>Faculty, Staff, and administrators: 6,414,552 (includes all employees + step/column)</p> <p>LCFF will also cover Furlough Restoration Class Size Reduction Computer Labs Libraries Strawberry PE Nursing services Counseling Services Special Ed Encroachment Dibels Coach Facilities GATE Services maintenance and improvement Utilities, legal, County and other required services Beginning teacher induction</p>

<p>Goal # 2: All teachers and instructional support staff will continue their learning about common core and receive training in common core standards and 21st century skills</p>	<p>Priority 1: Basic Services: Well-trained, fully credentialed, highly qualified teachers</p> <p>Priority 2: Implementation of State Standards</p>	<p>Services: All teachers are fully credentialed and highly qualified to teach elementary school. All also have EL authorization. Special Ed teachers have appropriate credentials including autism authorization.</p> <p>Students/classes are supported by highly qualified Paraprofessionals</p> <p>Administrators are highly qualified and provide leadership to the educational program.</p> <p>Actions: Ensure professional development is high quality and assists teachers in full implementation of Common Core State Standards and 21st Century Skills</p>	<p>District wide</p>		<p>Deepen Common Core work in Math –4 part Math professional development series by Math Solutions for all faculty</p> <p>Language arts team to attend SCOE trainings and bring back information</p> <p>General familiarization with Common Core Science Standards</p> <p>Funding: \$40,000 Common Core Funds</p>	<p>Deepen Common Core work in Language Arts: Targeted workshops for all faculty (possibly given by West Ed) for all teachers: Literacy, Academic language, Text complexity, Ensuring Rigor</p> <p>Math: Implementation support and training for new math adoption</p> <p>Science: Deeper familiarization with new Common Core Science Standards</p> <p>Funding: \$30,000 LCFF</p>	<p>Implementation training for new language arts supplementary materials</p> <p>Adoption process for 2017-18 implementation of Science</p> <p>Funding: \$12,000 LCFF for training</p>
<p>Goal #3: Teachers will have high quality, common-core aligned instructional materials in Language Arts, Math, and Science in sufficient quantities for all students.</p>	<p>Priority 1: Basic Services: Instructional Materials</p>	<p>Actions: Research available programs. Purchase and implement an adequate supply of high quality, standards- aligned instructional materials</p>	<p>District and School wide: All Pupils</p>		<p>Following Math Solutions training, undergo an adoption process to determine appropriate common-core aligned math materials</p> <p>Funding: \$70,000 Common Core and LCFF</p>	<p>Adoption of language arts supplementary for a 2016-17 implementation</p> <p>Funding: \$40,000 LCFF</p>	<p>Science Adoption for a 2017-18 implementation</p> <p>Funding: \$50,000 LCFF</p>

<p>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</p> <p>Annual Growth: at least 2.5% growth per year beginning in 2015.</p>	<p>Priority 8: Student Achievement</p> <p>Priority 7: Course Access</p>	<p>Intensive support for eligible students with disabilities</p> <p>Various placements and services per IEPs</p>	<p>Special Ed Eligible students</p>		<p>500,000 Special Ed Funds + 500,000 LCFF</p>	<p>500,000 Special Ed Funds + 500,000 LCFF</p>	<p>500,000 Special Ed Funds +500,000 LCFF</p>
<p>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</p> <p>Annual Growth: at least 2.5%</p>	<p>Priority 8: Student Achievement</p>	<p>Services Assessment After school classes GATE Learning Plans Counseling/ motivational support</p>	<p>GATE eligible students</p>		<p>Gate Testing Afterschool classes Counseling support \$12,000 LCFF</p>	<p>Gate Testing Afterschool classes Counseling support Teacher Training \$14,000 LCFF</p>	<p>Gate Testing Afterschool classes Counseling support 12,000 LCFF</p>
<p>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</p> <p>Annual Growth: at least 2.5%</p>	<p>Priority 4: Pupil Achievement</p>	<p>Services: Title 1 paraprofessionals support the lower instructional groupings for each grade level 4-6</p> <p>Title 1 intensive supports struggling readers in a pull out to offer pre/reteaching, chunking, and other assistance</p>	<p>Title 1 identified pupils</p>		<p>Title 1 Support Services: Proficiency Based Grouping in Math 4-6</p> <p>Title 1 Reading intensive: paraprofessional support the lower instructional group for each grade level 4-6</p> <p>\$35,000 Title 1/LCFF</p>	<p>Title 1 Support Services: Proficiency Based Grouping in Math 4-6</p> <p>Title 1 Reading intensive: paraprofessional support the lower instructional group for 4-6</p> <p>\$37,000 Title 1/LCFF</p>	<p>Title 1 Support Services: Proficiency Based Grouping in Math 4-6</p> <p>Title 1 Reading intensive: paraprofessional support the lower instructional group for each grade level 4-6</p> <p>\$40,000 Title 1/LCFF</p>
<p>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</p> <p>Annual Growth: at least 2.5%</p>	<p>Priority 4: Student Achievement</p>	<p>Intensive reading support for struggling readers</p> <p>K-3 Reading support paraprofessional during the supported reading block</p>	<p>Title 1 pupils</p> <p>All K-3 classes</p>		<p>Title 1 Intensive reading support for struggling readers K-3</p> <p>K-3 Reading support paraprofessionals work with all classes 50 min/day</p> <p>\$90,000 Title 1/LCFF</p>	<p>Title 1 Intensive reading for struggling readers K-3. K-3 Reading support paraprofessionals work with all classes 50 min/day</p> <p>\$93,000 Title 1/LCFF</p>	<p>Title 1 Intensive reading for struggling readers K-3. K-3 Reading support paraprofessionals work with all classes 50 min/day</p> <p>\$96,000 Title 1/LCFF</p>

Note: Goal #5 and Goal #6 are detailed in Section 3b

<p>Goal # 7: Facilities are safe, well-maintained and conducive to learning and include integrated educational technology.</p>	<p>Priority 1: Basic: School Facilities</p>	<p>Services: Facilities and educational and instructional technology remains clean and in good working order</p> <p>Actions: Restore Position: 1 assistant groundskeeper/custodian</p>	<p>District and School wide: All Pupils</p>		<p>Facilities are safe, well-maintained and conducive to learning. Classrooms have integrated instructional technology. Both schools have solar power, running tracks, play fields and playground.</p> <p>Staff: Director of Maintenance and Operations, 3 custodians, 1 groundskeeper</p> <p>Restore Position: 1 assistant groundskeeper/custodian \$40,000 LCFF</p>	<p>Facilities are safe, well-maintained and conducive to learning. Classrooms have integrated instructional technology. Both schools have solar power, running tracks, play fields and playground.</p> <p>Staff: Director of Maintenance and Operations, 3 custodians, 1 groundskeeper Continue: 1 assist groundskeeper/custodian \$40,000 LCFF</p>	<p>Facilities are safe, well-maintained and conducive to learning. Classrooms have integrated instructional technology. Both schools have solar power, running tracks, play fields and playground.</p> <p>Staff: Director of Maintenance and Operations, 3 custodians, 1 groundskeeper Continue: 1 assist groundskeeper/custodian \$40,000 LCFF</p>
<p>Goal # 8: Support to parents will be given to assist them in helping their children be successful in school.</p>	<p>Priority 3: Parent Involvement</p>	<p>Actions and Services: Parenting classes will be provided</p>			<p>6 session Triple P Parenting classes— grant funded</p> <p>Additional classes will be done by school counselor</p>	<p>Cost covered under additional counseling services</p>	<p>Cost covered under additional counseling services</p>
<p>Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual and family systems (Project SAMS--restorative justice/mediation model)</p>	<p>Priority 3: Parent Involvement</p> <p>Priority 5: Pupil Engagement</p> <p>Priority 6: School Climate</p>	<p>Actions and services: Restorative justice/ mediation model of truancy intervention will be employed</p>			<p>Cost covered by Truancy Prevention model (Project SAMS) and additional counseling services</p>	<p>Cost covered by Truancy Prevention model (Project SAMS) and additional counseling services</p>	<p>Cost covered by Truancy Prevention model (Project SAMS) and additional counseling services</p>

<p>Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not a part of our culture.</p>	<p>Priority 6: School Climate</p>	<p>Actions: 1. Continue K-3 Implementation of Tool Box 2. Implement Tool Box or other appropriate program 4th-6th 3. Restorative justice/family systems mediation will be used to address chronic disciplinary cases particularly when suspensions that leads to absenteeism Services: Full time counselor, lunch bunch, targeted counseling groups, conflict managers program</p>			<p>Research appropriate programs Counselor cost covered under additional counseling services RECOURSE SAMS Restorative Justice Restorative justice/family systems mediation will be used to address chronic disciplinary cases when suspension leads to significant absenteeism</p>	<p>Implement 10,000 LCFF Counselor cost covered under additional counseling services</p>	<p>Continue implementation 5,000 LCFF Counselor cost covered under additional counseling services</p>
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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.

This section is for specific goals, actions and expenditures for significant subgroups—using supplemental and concentration grant money

Actions/Services Provided to Subgroups: English Learners: Our Intention: Meeting these two goals will help close the achievement gap between ELs and their native English-speaking peers.

Our program must: ·

Use sound theory. The educational theory upon which instruction is based must be recognized as sound by at least some experts in the field.

Provide adequate support. The school system must provide the procedures, resources, and personnel necessary to apply the theory in the classroom. The resulting program must be implemented effectively.

Achieve results. After a reasonable period of time, application of the program must actually overcome English language barriers confronting the students and must not leave them with substantive academic deficits.

Appropriate Settings:

Structured English Immersion (SEI)—A classroom setting where ELs who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

English Language Mainstream (ELM)—A classroom setting for ELs who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, ELs continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

3b: Services for English Learners and those Redesignated as Fully English Proficient

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 #5: ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.</p>	<p>Priority 3: Parent Engagement</p> <p>Priority 4: Pupil Achievement</p> <p>Priority 5: Pupil Engagement</p> <p>Priority 8: Other Student Outcomes: Homework completion, English Fluency</p>	<p>Services:</p> <p>1) Daily English Language Development: English Learners receive high quality Daily English Language Development (integrated within the regular class) from Highly trained teachers who have special credential authorization to teach English learners in appropriate, mainstreamed settings.</p> <p>2) Paraprofessional ELD and Curricular Support: In addition, highly trained paraprofessionals provide extra support in ELD and curricular access by highly trained paraprofessionals in pull out and push-in settings.</p> <p>3) Monitor Support: Students who have achieved English fluency continued to be progress monitored to ensure school success</p>	LEA Wide for EL Students		<p>Both schools have highly qualified paraprofessionals who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre and re-teaching, chunking, and tutoring. EL kindergartners may receive 1 additional hour of support following the K day. LCFF Supplemental 55,000</p> <p>Add an EL after school homework club/tutorial, counseling support, and parenting workshops to assist parents in parenting the EL child to be successful in school. LCFF Supp: 10,000</p>	<p>Both schools have highly qualified paraprofessionals who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre and re-teaching, chunking, and tutoring. EL kindergartners may receive 1 additional hour of support following the K day. LCFF Supplemental 62,000</p> <p>Continue after school homework club/tutorial, counseling support, and parenting workshops for EL parents to assist them in parenting the EL child to be successful in school. Add EL summer program if DLAC so determines and funding allows LCFF Supp: 20,000</p>	<p>Both schools have highly qualified paraprofessionals who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre and re-teaching, chunking, and tutoring. EL kindergartners may receive 1 additional hour of support following the K day. LCFF Supplemental 64,000</p> <p>Continue after school homework club/tutorial, counseling support and parenting workshops for EL parents to assist them in parenting the EL child to be successful in school. Continue summer program if DLAC so determines. LCFF Supplemental: 25,000</p>

Actions/Services Provided to Subgroups: Socio-Economically Disadvantaged Pupils

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 #3: All students will reach proficiency in common core standards in Math and Language Arts</p>	<p>Priority 2: Implementation of State Standards</p> <p>Priority 4: Pupil Achievement</p> <p>Priority 7: Course Access</p>	<p>Actions and Services: Homework/tutorial center outside of the school day will be added.</p> <p>Counseling support will be added as needed for socio-economically disadvantaged pupils</p> <p>Ensure access to all school programs</p>	<p>District and School wide: Socio-economically disadvantaged pupils</p>		<p>After school homework/tutorial center will be added</p> <p>Counseling support will be added</p> <p>\$10,000 LCFF Supplemental for Homework/tutorial center</p> <p>Counseling support is covered under counseling services above</p>	<p>After school homework/tutorial center and counseling support will be continued</p> <p>Summer support for special needs students with serious reading difficulty will be provided.</p> <p>\$15,000 LCFF Supplemental for tutorial center</p> <p>10,000 for summer school LCFF Supplemental</p>	<p>After school homework/tutorial center and counseling support will be continued</p> <p>Summer support for special needs students with serious reading difficulty will be provided.</p> <p>\$15,000 LCFF Supplemental for tutorial center</p> <p>10,000 for summer school LCFF Supplemental</p>

<p>Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and to those whose interpersonal issues have become a hindrance to their educational success</p>	<p>Priority 4: Pupil Achievement</p> <p>Priority 5: Other Student Outcomes</p> <p>Priority 6: School Climate</p>	<p>Actions and Services: Increase counseling services from .5 FTE to 1.0 FTE</p>	<p>District and School wide: Socio-economically disadvantaged pupils</p>		<p>Increase counseling support from .5 FTE to 1.0 FTE. There will be additional services— lunch bunch, conflict management, motivational support, specific groups such as grief group, friendship, divorce. There will be lunch program alternatives to the playground. Parent training will be added. Support for targeted groups will be added</p> <p>\$40,000 LCFF Supplemental For the additional .5— Counseling funded through a combo of MediCal Administrative Activities, Early Mental Health, LCFF</p>	<p>Continue counseling support services at 1.0 FTE.</p> <p>\$40,000 LCFF Supplemental For the additional .5— Counseling funded through MediCal Administrative Activities, Early Mental Health, LCFF</p>	<p>Continue counseling support services at 1.0 FTE.</p> <p>\$40,000 LCFF Supplemental For the additional .5— Counseling funded through MediCal Administrative Activities, Early Mental Health, LCFF</p>
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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.)

\$123,044 The amount of supplemental funding that the district is receiving for unduplicated pupils is \$123,044

In addition to what is offered for all students, unduplicated students receive the following:

EL students have highly qualified paraprofessionals who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre/reteaching, chunking, and tutoring. EL kindergartners may receive 1 additional hour of support following the Kindergarten dismissal.

An after school homework center/ tutorial for EL students.

An after school/homework center/tutorial for socially disadvantaged pupils.

Additional counseling support for EL students

Parenting classes for EL parents

Additional counseling support for Socio-economically disadvantaged pupils

Parenting classes for EL and socio-economically disadvantaged parents

Free/reduced transportation

Free/reduced school lunch

Support to participate in any school and extracurricular activities

We have only 22% unduplicated and many of those students receive services and support in more than one category. We are not eligible for concentration grant funding.

- A. 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 has calculated its increase in funds according to the State Board of Education regulations that were set January 16, 2014. There are seven steps in this calculation. Our district is not eligible for concentration grant funding so those calculations are not included.

Step 1. Determine the total revenue from supplemental grants at full LCFF funding in 2020-21. Total supplemental grants = \$339,127

Step 2. Determine prior year expenditures to support unduplicated pupils. Total estimated 2013-14 expenditures on EL/LI/FY students (prior year EIA budget amount) = \$38,803

Step 3. Calculate the gap between prior year expenditures and target supplemental grant funding (step 1 minus step 2). $\$339,127 - 38,803 = \$300,324$

Step 4. Calculate the increase in estimated supplemental grand funding in the LCAP year, 2014-15, by multiplying the gap number in step 3 by the estimated statewide annual percentage remaining funding gap reduction, as set by the Department of Finance. $\$300,324 \times 28.05\% = \$84,241$

Step 5. Calculate the total estimated supplemental grant funding in the LCAP year, 2014-15, by adding the gap reduction number above in step 4 to the past year expenditure total from step 2. $\$38,803 + \$84,241 = \$123,044$

Step 6. Calculate the base funding in the LCAP year by subtracting the estimated supplemental grant amount calculated in step 5 from the total amount of LCFF funding (excluding TIIG) in 2014-15. $\$6,792,938 - 123,044 - \$23,150$ (TIIG funding) = \$6,646,744

Step 7. Calculate the minimum proportionality percentage by dividing the approximate amount of supplemental grant funds by the approximate amount of base grant funds in 2014-15. This calculation results in the percentage by which services for LI, EL and FY students must be increased or improved as compared to the services provided to all students in 2014-15 (step 5 divided by step 6). $\$123,044 / \$6,646,744 = 1.85\%$

In addition to what is offered for all students, unduplicated students receive the following services that cost \$179,000. The cost of these services, when compared to the cost of the whole school program (\$6,646,744) yields a 2.7% increase in services to unduplicated students, which exceeds the required 1.85% requirement:

EL students have highly qualified paraprofessionals who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre/reteaching, chunking, and tutoring. EL Kindergartners may receive 1 additional hour of support following the Kindergarten dismissal: 2013-14 Cost: \$55,000

An after school homework center/ tutorial for EL students. \$10,000

An after school/homework center/tutorial for socially disadvantaged pupils. \$10,000

Additional counseling support for unduplicated pupils: \$40,000

 Counseling for EL students

 Parenting classes for EL parents

 Additional counseling support for Socio-economically disadvantaged pupils

 Parenting classes for EL and socio-economically disadvantaged parents

Free/reduced transportation \$57,000 encroachment

Free/reduced school lunch: \$7,000 encroachment

Support as needed to participate in any school and extracurricular activities

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.