

Increase in proficiency: Without State test scores, DIBELS scores are used to determine progress:

	2014-15—Mid Year— Second administration			2013-14—Mid Year— Second Administration		
	At Bench mark	Below Bench mark	Significantly Below Benchmark	At Bench mark	Below Bench mark	Significantly Below Benchmark
K	79%	16%	5%	83%	11%	6%
1	81%	11%	9%	87%	8%	5%
2	89%	6%	6%	91%	5%	4%
3	93%	3%	4%	92%	4%	4%
4	84%	10%	6%	86%	7%	7%
5	80%	18%	3%	80%	12%	8%
6	93%	3%	4%	90%	5%	5%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action: Increase counseling services from .5 FTE to 1.0 FTE</p> <p>Services: 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>Accomplished: Counseling services were increased by 50% (from half to full time) with special sessions and lunch time support to struggling students, low income students and EL students and those whose interpersonal issues have become a hindrance to their educational success. Additional counseling support included: lunch bunch, conflict management, motivational support, specific groups such as grief group, friendship, divorce. Support for targeted groups was added</p>	
<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</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>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>48,364.51 Fund: 01 Resource: 0100 Object: 1101 and 3XXX</p>

What changes in actions, services, and expenditures will be made as a

Assessment of the effectiveness of our actions based on our outcome data: Overall, the addition of the counseling services was very helpful to students and decreased disciplinary referrals including suspensions. Based on stakeholder input, we will continue the counseling support, add Tool Box in 4th-6th grade, and continue to

result of reviewing past progress and/or changes to goals?	augment lunch and recess activities for students, and provide additional training for classified staff on addressing the needs of children with disabilities and yard support.
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Original GOAL from prior year LCAP: 7	Facilities are safe, well-maintained, and conducive to learning and include integrated educational technology.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Strawberry and Yulupa	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<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>Expected Annual Measurable Objectives 2014-15 FITT survey will indicate that all school facilities are clean and well maintained and ALL RESIG audit recommendations will have been addressed</p> <p>2015-16 FITT survey will continue to indicate that all school facilities are clean and well maintained</p> <p>2016-17 FITT survey will indicate that all school facilities are clean and well maintained We will receive a clean audit from RESIG</p>	Actual Annual Measurable Outcomes:	<p>We restored the groundskeeper/custodial position lost during budget cuts which has helped us better maintain facilities.</p> <p>The FITT survey indicated an improvement in the condition of school facilities. Facilities are in good repair and necessary repairs and improvements are made in a timely fashion with safety concerns addressed first.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Services: Facilities and educational and instructional technology remains clean and in good working order</p>	<p>Included in Basic</p>	<p>Based on Stakeholder input and Bright Byte and LCAP survey results, we reorganized the tech department and added a Director of Technology Services to ensure standardization of tech maintenance, to ensure readiness for testing, and enhanced tech curriculum development</p>	<p>Tech Director (started in Feb 15: \$72,590.72 total for 14/15 Fund: 01 Resource: 0000 Object: 2100 and 3XXX</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Actions: Restore 1 assistant groundskeeper/custodian position that was cut during the budget crisis</p>	<p>40,000</p>	<p>Accomplished: Position restored. In addition, we remodeled the Strawberry Computer Lab to make it more conducive to learning.</p>	<p>45,222.78 Fund: 01 Resource: 0000 Object: 2200 and 3XXX</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Assessment of the effectiveness of our actions based on our outcome data: The FITT data indicate that the schools are well maintained. However, there is some updating needed to make some facilities conducive to 21st century teaching. We plan to remodel the Strawberry library to integrate presentational technology and make it more conducive to 21st century learning. \$12,000</p> <p>We plan to add a science lab at both schools so that we can more easily integrate more hands on science and Next Generation Science Standards.</p> <p>We may need additional district maintenance support now that the law requires prevailing wage be paid for contracting public works jobs over \$1,000 (up from \$30,000).</p>	

Original GOAL from prior year LCAP: 8	Support to parents will be given to assist them in helping their children be successful in school.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Strawberry and Yulupa	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<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>Expected Annual Measurable Objectives:</p> <p>2014-15 Parent classes will be offered</p> <p>2015-16 An increased number of parents will participate in parenting classes. Parents taking parenting classes will report that the classes were helpful.</p> <p>2016-17 An increased number of parents will participate in parenting classes. Parents taking parenting classes will report that the classes were helpful.</p>	Actual Annual Measurable Outcomes:	<p>Parenting classes were held. Triple P parenting provided the training in a three part series in English and in a three part series in Spanish.</p> <p>Parent Survey: 100% of parents who attended the classes and responded to the survey reported that the classes were helpful. 8 of the parents who responded to the survey and indicated that they had not participated in the classes reported that they would like to participate if classes are offered again.</p> <p>Parenting classes in English Session 1 30 attended Session 2 25 attended Session 3 18 attended</p> <p>Parenting classes in Spanish Session 1: 18 attended Session 2: 11 attended Session 3: 9 attended</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action: Parenting classes will be provided Services 6 session Triple P Parenting classes—grant funded Additional classes will be done by school counselor	0 Grant funded	Parenting classes were implemented and well attended—a three part series was implemented in both English and Spanish by Triple P Parenting. Pizza and child care were provided. Participants felt the program was worthwhile—it was well attended	\$500 Pizza Child care (for the 6 sessions) Supplemental Resource: 0000 Object: 5800

Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Assessment of the effectiveness of our actions based on our outcome data: Parents indicated anecdotally and on the survey that they gained a lot from the parenting classes and the classes were well attended. We would like to continue to provide parenting classes and get into other topics of interest to parents. Participants appreciated having child-care and pizza provided. Parents who could not attend this year indicated an interest in participating should the classes be offered next year.			

Original GOAL from prior year LCAP: 9	Students experiencing chronic absenteeism will be supported in attending school through individual and family systems—project SAMS restorative justice/mediation model	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Strawberry and Yulupa	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<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>Expected Annual Measurable Outcomes 2014-15 Attendance of truant students will improve by 10% 2015-16: Attendance of truant students will improve by 15% 2016-17: Attendance of truant students will improve by 20%</p>	Actual Annual Measurable Outcomes:	<p>Attendance rate: 13-14 97.1 14-15 97.7</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Truancy</th> <th>2013-14 Strawberry</th> <th>2014-15 Strawberry</th> <th>2013-14 Yulupa</th> <th>2014-15 Yulupa</th> </tr> </thead> <tbody> <tr> <td>SARB 1</td> <td>27</td> <td>22</td> <td>43</td> <td>33</td> </tr> <tr> <td>SARB 2</td> <td>2</td> <td>4</td> <td>3</td> <td>4</td> </tr> <tr> <td>SARB 3</td> <td>2</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>SARB: Student attendance review board: SARB 1 initial truancy –warning letter SARB 2 second truancy—Meeting with principal SARB 3 child declared habitual truant, referred to DA and Recourse Mediation Services</p> <p>Project SAMS recourse mediation worked with families and was successful at getting the students to school.</p>	Truancy	2013-14 Strawberry	2014-15 Strawberry	2013-14 Yulupa	2014-15 Yulupa	SARB 1	27	22	43	33	SARB 2	2	4	3	4	SARB 3	2	2	2	0
Truancy	2013-14 Strawberry	2014-15 Strawberry	2013-14 Yulupa	2014-15 Yulupa																			
SARB 1	27	22	43	33																			
SARB 2	2	4	3	4																			
SARB 3	2	2	2	0																			

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Restorative justice/mediation model (provided by Project SAMS) of truancy intervention will be employed.	Grant funded	Partnered with SAMS	\$0 Grant funded

Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Assessment of the effectiveness of our actions based on our outcome data: Low income students took advantage of the services offered and had a place to complete their homework. The Restorative Justice model used by SAMs helped one very truant student get back to school with regular attendance. We would like to continue the partnership and expand the use of the restorative justice model to cases of discipline, etc.

Original GOAL from prior year LCAP: 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Strawberry and Yulupa	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<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>Expected Annual Measurable Outcomes: 2014-15 Disciplinary referrals will decrease by 2%. Students will report feeling safe, respected and included in school- -Healthy Kids Survey Maintain 0 expulsions</p> <p>2015-16 Disciplinary referrals will decrease by an additional 2%. Students will report feeling safe, respected and included in school on the Healthy Kids Survey Maintain 0 expulsions</p> <p>2016-17 Disciplinary referrals will decrease by an additional 2%. Students will report feeling safe, respected and included in school- Healthy Kids Survey Maintain 0 expulsions</p>	Actual Annual Measurable Outcomes:	<table border="1"> <tr> <td>Suspensions</td> <td>13-14 Straw</td> <td>14-15 Straw</td> <td>2013-14 Yulupa</td> <td>2014-15 Yulupa</td> </tr> <tr> <td>In School Suspensions</td> <td>13</td> <td>10</td> <td>2</td> <td>1</td> </tr> <tr> <td>Out of school suspensions</td> <td>13</td> <td>5</td> <td>24</td> <td>7</td> </tr> <tr> <td>Expulsion</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Healthy Kids Survey Results 2013-14—5th grade: Protective Factors (Developmental Supports)</p> <table border="1"> <thead> <tr> <th>Percentage of students in each band</th> <th>High</th> <th>Moderate</th> <th>Low</th> </tr> </thead> <tbody> <tr> <td>School Environment</td> <td>55</td> <td>43</td> <td>2</td> </tr> <tr> <td>Caring Relationships: Adults in School</td> <td>56</td> <td>43</td> <td>1</td> </tr> <tr> <td>High Expectations: Adults in School</td> <td>67</td> <td>30</td> <td>3</td> </tr> <tr> <td>Meaningful Participation</td> <td>23</td> <td>73</td> <td>4</td> </tr> <tr> <td>Home Environment</td> <td>80</td> <td>19</td> <td>1</td> </tr> <tr> <td>Caring Relationships: Adults in Home</td> <td>80</td> <td>19</td> <td>1</td> </tr> <tr> <td>High Expectations: Adults in Home</td> <td>92</td> <td>8</td> <td>0</td> </tr> <tr> <td>Meaningful Participation</td> <td>16</td> <td>75</td> <td>9</td> </tr> <tr> <td>Peer Environment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>High Expectations: Pro Social Peers</td> <td>67</td> <td>32</td> <td>1</td> </tr> <tr> <td>School Connectedness</td> <td>75</td> <td>24</td> <td>1</td> </tr> <tr> <td>Internal Strengths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Empathy</td> <td>48</td> <td>45</td> <td>6</td> </tr> <tr> <td>Problem Solving</td> <td>38</td> <td>58</td> <td>4</td> </tr> <tr> <td>Goals and Aspirations</td> <td>87</td> <td>13</td> <td>0</td> </tr> </tbody> </table>	Suspensions	13-14 Straw	14-15 Straw	2013-14 Yulupa	2014-15 Yulupa	In School Suspensions	13	10	2	1	Out of school suspensions	13	5	24	7	Expulsion	0	0	0	0	Percentage of students in each band	High	Moderate	Low	School Environment	55	43	2	Caring Relationships: Adults in School	56	43	1	High Expectations: Adults in School	67	30	3	Meaningful Participation	23	73	4	Home Environment	80	19	1	Caring Relationships: Adults in Home	80	19	1	High Expectations: Adults in Home	92	8	0	Meaningful Participation	16	75	9	Peer Environment				High Expectations: Pro Social Peers	67	32	1	School Connectedness	75	24	1	Internal Strengths				Empathy	48	45	6	Problem Solving	38	58	4	Goals and Aspirations	87	13	0
	Suspensions		13-14 Straw	14-15 Straw	2013-14 Yulupa	2014-15 Yulupa																																																																																	
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Continue K-3 implementation of Tool Box		0	Accomplished—Tool Box was continued for K-3 The Counselor also taught Tool Box to special needs students
Scope of service:	District-wide		Scope of service: District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Implement Tool Box or other appropriate program 4 th -6 th		0 We already had the program	Partially accomplished: Special needs students were taught Tool Box by the school counselor. Goal will be continued for 2015-16
Scope of service:	District-wide		Scope of service: District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Restorative justice/family systems mediation will be used to address chronic disciplinary cases particularly when suspensions lead to absenteeism Restorative justice/family systems mediation will be used to address chronic disciplinary cases when suspension leads to significant absenteeism		0 Grant funded	Accomplished: The program was used for a few families who are habitually truant
Scope of service:	District-wide		Scope of service: District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Full time counselor will organize additional services such as: lunch bunch, targeted counseling groups, conflict manager		Cost covered under Goal #6	Implemented—We increased counseling services from .5 to 1.0 and additional services were provided to targeted students and those with disciplinary issues.		Cost covered under Goal #6
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Assessment of the effectiveness of our actions based on our outcome data: Our schools feel generally safe and inclusive to students. We have increased our lunch time options for kids adding library and computer lab time, chess and checkers, interscholastic games, and a environmental stewardship component to lunch. The Tool Box program in place at Yulupa is very effective at giving students skills to deal effectively with their feelings. We would like to bring the program to Strawberry. The SAMS partnership was effective at addressing the needs of one truant family and bringing the child back to school. We plan to continue the partnership. The counseling services appear to be making a difference in student suspensions. The Healthy Kids survey will be administered in 2015-16 so we will be able to use the data to compare with 2013-14 results to determine areas of focus.

We would like a district wide implementation of Tool Box and to continue the SAMS partnership.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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, 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 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Please note, this LCAP was built based on an LCFF calculation that used a 32.19% gap percentage for 2015-16 and generated Supplemental/Concentration grant funding of \$196,139 and an MPP% of 2.81%. Section 2 of the LCAP details the specific goals and actions that meet the needs of all students as well as the increased or improved services for unduplicated count pupils that is proportional to the 2.81% MPP percentage.

However, recently the May Revise Proposal noted a gap percentage of 53.08% for 2015-16. Using the 53.08% gap percentage generates Supplemental/Concentration grant funding of \$241,509 and an MPP percentage of 3.36%. This represents \$45,370 in additional Supplemental/Concentration grant funding and an increase of .55% in MPP percentage. The aforementioned increase in funding and MPP% will be shared with the district’s stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP.

Total amount of Supplemental and Concentration grant funds	\$ <u>241,509</u>
<ul style="list-style-type: none"> • After school homework center for EL and Low income and foster (course access, student achievement) • After school tutoring for EI/Free reduced/foster by credentialed tutors (student achievement) • Additional nursing and psychological services for EL and low income (school climate, student engagement) • EL paraprofessionals (support ELD and content, extend K day for EL) (student achievement) • Computer assisted technology supplementary programs for Learning Center for Math, and English Language Arts—writing and reading (student achievement) • Additional counseling services for EL/low income/foster (school climate) • Lunch Bunch socialization skills for EL/low income/foster (school climate) • Free/reduced bus passes (student engagement/ attendance) • Free/reduced lunch (basic) • Parenting classes for EL/low income/foser in English and Spanish with child care provided (parent engagement) • Parenting translation support for EL in English and Spanish (parent engagement) 	
Total: \$366,991	

B. In the box below, 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).

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). 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.

3.36	%
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The cost of the programs listed above is \$366,991 for unduplicated students. These programs are over and above the district's base program for all students. The \$366,991 amount exceeds the total supplemental funds the district is receiving, and when divided by the base grant funds, the percentage funded by the district is actually 5.09%. This exceeds our MPP percentage of 3.36% in increased or improved services for your unduplicated students by \$125,932. The \$366,991 amount is 51.9% about the minimum proportionality percentage amount of \$241,509.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).