

**§1,572§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

LCAP Forestville School District TK- First Grade

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LCAP Year: 2014/15

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

*For each section of the template, LEA's 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. LEA's may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>10/1/13 - Certificated Staff Meeting addressing LCAP            10/26/13 - School Board Meeting addressing LCAP            11/5/13 - Certificated Staff Meeting addressing LCAP            11/6/13 - Classified Staff Meeting addressing LCAP            11/7/13 - School Board Meeting addressing LCAP            11/20/13 - Education Foundation Meeting addressing LCAP            12/10/13 - Certificated Staff Meeting addressing LCAP            12/11/13 - Parent/ community meeting, staff meeting and a focus group for high school students who had attended Forestville schools are held. Classroom instruction is observed for evidence of implementing CCSS.            12/12/13: - Board meeting held with the opportunity for open discussion and public comment on the LCAP            12/18/14 - School Newsletter addressing LCAP            12/18/14 - Info added to Website addressing LCAP            12/20/13 - 1/09/14 - LCAP Survey emailed to staff, Parents and Community            12/20/13 - Facebook posting regarding LCAP Survey            12/28/14 - Facebook post regarding Technology Survey            1/ 14 - Conduct parent/community and staff survey. Using this input, classroom observations and the data on the eight state priorities, findings to be addressed in the LCAP were identified in February 2014.            1/10/14 - Notice of DAC LCAP meeting emailed to parents            1/21/14 - Tech Survey - Certificated Staff            1/22/14 - DAC and DELAC meeting. This included association representatives.            1/27/14 - Tech Survey emailed to parents            1/28/14 - Facebook posting addressing LCAP            2/6/14 - School Board Meeting addressing LCAP            2/11/14 - Classified Staff Meeting addressing LCAP            2/12/14 - Facebook post informing of Special Board Meeting addressing LCAP            2/13/14 - Special School Board Meeting - Board reviews findings from surveys, meetings, observations and focus group            2/13/14 - School Newsletter addressing LCAP            2/19/14 - Education Foundation Meeting addressing LCAP</p>	<ul style="list-style-type: none"> <li>▪ Classroom observations showed that professional development is needed on CCSS implementation, instructional strategies, rigor and use of technology.</li> <li>▪ Meetings with staff identified that collaboration agreements could support increased student achievement.</li> <li>▪ Parent survey data identified that school culture for students needs to be addressed.</li> <li>▪ Parent community meetings identified that the school should be selective at identifying and developing activities to increase community participation in the schools.</li> <li>▪ Observations and parent feedback identified that more needs to be done to accelerate English language development for English Learners.</li> <li>▪ Feedback from former FUSD students attending EMHS identified that increased rigor is needed to align with high school level expectations.</li> <li>▪ Observations identified that existing technology was underused and that professional development is needed on how to effectively integrate technology as an instructional tool.</li> <li>▪ DELAC parents identified that it would be helpful to have a bilingual page on the website.</li> <li>▪ DELAC parents would like to have a school community event organized by the Hispanic/Latino parent community</li> <li>▪ DAC/DELAC feedback identified the need to restructure staff allocations to create a liaison for the Spanish-speaking community</li> <li>▪ Parent, staff and former student input identified the benefits of increasing opportunities to recognize student achievement</li> </ul>

<p>2/20/14 - Notice of DAC/DELAC meeting emailed to parents          2/25/14 - Staff meeting to solicit input and review initial data findings          2/27/14 - DAC/DELAC Community Meeting: Solicit input on key questions raised by LCAP priorities.          3/6/14 - Board Meeting - Draft LCAP findings on priorities goes to the Board for review and comment.          3/10/14 - DELAC Meeting re: LCAP          3/12/14 - DAC LCAP Meeting - Draft LCAP review          3/12/14 – Forestville Foundation Meeting          4/16/14 – Forestville Foundation Meeting          4/17/14 - Board meeting          5/8/14 - Board Meeting/Budget Review. Board reviews LCAP          5/22/14 – DAC/LCAP review. Community notified about the availability of the LCAP on district website and encouraged to submit comments orally at a DAC meeting or in writing. Minutes reflecting the Ed code requirement that the Superintendent respond in writing to comments/questions was posted to website.          6/02/14 – Reviewed LCAP language with staff members          6/19/14 - Public Hearing Board Meeting addressing LCAP          6/26/14 - Board Meeting adopt LCAP and 14/15 Budget</p>	
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**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 LEA's 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 the 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?

Glossary of terms:

CCSS: Common Core State Standards

SED: Socioeconomically Disadvantaged

DELAC: District English Language Advisory Committee

SWD: Students with Disabilities

LCAP: Local Control Accountability Plan

DAC: District Advisory Committee

FUSD: Forestville Union School District

EMHS: El Molino High School

SCOE: Sonoma County Office of Education

EL: English Learners

FIT: Facility Inspection Tool

TOSA: Teacher on Special Assignment

LEA: Local Education Agency

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1) Highly trained teachers; NCLB fully credentialed teachers from DataQuest and SCOE reports  Baseline: 100% of teachers are appropriately assigned.	1) The District will continue to have NCLB highly qualified teachers.	All	All		Students will continue to have fully qualified teachers  Maintain 100% of teachers appropriately assigned.	Students will continue to have fully qualified teachers Maintain 100% of teachers appropriately assigned.	Students will continue to have fully qualified teachers Maintain 100% of teachers appropriately assigned.	Priority 1
2) Facilities in good repair; FIT report  Baseline: All ratings "good"	2) The District will maintain an optimal environment for learning through meeting the criteria for "good condition" on the FIT report (EC 17002(d)).	All	All		Facilities will be maintained to support the instructional program All ratings "good" or better	Facilities will be maintained to support the instructional program All ratings "good" or better	Facilities will be maintained to support the instructional program All ratings "good" or better	Priority 1



<p>3) Students need to have access to standards-aligned instructional materials; annual Williams review and annual report to the Board on the availability of CCSS aligned instructional materials</p> <p>Baseline: 100% compliance with Williams Act</p>	<p>3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and considered for adoption as they become available.</p>	<p>All</p>	<p>All</p>	<p>.</p>	<p>Students will continue to have standards-aligned instructional materials</p> <p>Continue 100% compliance</p>	<p>Students will continue to have standards-aligned instructional materials. There will be a review of new CCSS aligned materials and an analysis of the potential benefit from implementing new curriculum materials.</p> <p>Continue 100% compliance</p>	<p>Students will continue to have standards-aligned instructional materials. If the year 2 analysis identifies that new CCSS aligned instructional materials would be beneficial then materials are selected and purchased</p> <p>Continue 100% compliance</p>	<p>Priority 1</p>
<p>4) Students need to be taught and engaged in learning the CCSS; classroom observations. Currently, 50% of our teachers are fully implementing CCSS</p>	<p>4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS.</p>	<p>All</p>	<p>All</p>		<p>Instruction will be increasingly more aligned with the rigor of the CCSS. There will be less use of textbook driven instruction, more active engagement strategies, more small group work and more project-based</p>	<p>Instruction will be increasingly more aligned with the rigor of the CCSS. There will be less use of textbook driven instruction, more active engagement strategies, more small group work and more project-based</p>	<p>Instruction will be increasingly more aligned with the rigor of the CCSS. There will be less use of textbook driven instruction, more active engagement strategies, more small group work and more project-based</p>	<p>Priority 2</p>

					learning. Observations of instruction using a CCSS instructional practices rubric  50% of teachers will be fully implementing CCSS	learning. Observations of instruction using a CCSS instructional practices rubric  75% of teachers will be fully implementing CCSS	learning. Observations of instruction using a CCSS instructional practices rubric  100% of teachers will be fully implementing CCSS	
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5) Increase parent input in decision-making by EL and SED parents. Increase parent involvement at the school and increase community engagement. Increase parent access to student achievement data; parent survey feedback and participation rates (including use of Illuminate parent portal) Parent participation is approximately 10% based on survey response, and sign in sheets.	5) EL parents and SED parents will be more involved in decision-making and in their child's education/school activities. There will be two or more new activities where students and community members are working together. Parents have increased access to data on their child's achievement through the Illuminate parent portal.	All	All		EL and SED parents are more involved in the school and/or their child's education. Students are more involved in community activities..  Evidenced through sign in sheets and 10% parent participation.	EL and SED parents are more involved in the school and/or their child's education. Students are more involved in community activities. Computer lab open to parents after school 1x per month.  Evidenced through sign in sheets and 15% parent participation.	EL and SED parents are more involved in the school and/or their child's education. Students are more involved in community activities. The computer lab opened to parents after school on a regular basis.  Evidenced through sign in sheets and 20% parent participation	Priority 3 (increased community engagement is from Priority 8)
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<p>6) All students need to reach the same level of achievement. There is an achievement gap between White and EL, SED, SWD and Hispanic/Latino subgroups. (NOTE: If there are foster youth, the data and growth will also be monitored for foster youth. FUSD will confer with foster parents and the SCOE foster youth coordinator on the progress of foster youth) 70% of all students to be proficient on local benchmark assessments.</p> <p>current baseline CELDT: 20% scoring early advanced to advanced RFEP rate 3%</p> <p>API: N/A A-G: N/A AP: N/A EAP: N/A CTE: N/A</p>	<p>6) Monitor and close any achievement gap between EL students, Hispanic/Latino students and all students by using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.</p> <p>Monitor and close any achievement gap between socio-economically disadvantaged students and all students by using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.</p> <p>Monitor and close any achievement gap between students with disabilities and all students by using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.</p>	<p>All students and specifically the White, EL, Hispanic/Latino, socio-economically disadvantaged and students with disabilities subgroups</p>	<p>All</p>		<p>Baseline ELA and Math assessment data for sub groups is compared to end of year data with an analysis of gains for all students and significant sub-groups.</p> <p>70% of all students to be proficient on local benchmark assessments</p> <p>CELDT: 25% scoring early advanced to advanced RFEP rate 5%</p>	<p>End of year 1 ELA and Math assessment data for sub groups is compared to end of year 2 data with an analysis of gains for all students and significant sub-groups.</p> <p>75% of all students to be proficient on local benchmark assessments</p> <p>CELDT: 30% scoring early advanced to advanced RFEP rate 8%</p>	<p>End of year 2 ELA and Math assessment data for sub groups is compared to end of year 3 data with an analysis of gains for all students and significant sub-groups.</p> <p>80% of all students to be proficient on local benchmark assessments</p> <p>CELDT: 35% scoring early advanced to advanced RFEP rate 12%</p>	<p>Priority 4</p>

<p>7) Students need more experience with technology; performance on grade level technology skills assessment. Technology skills have been generally identified in grades K-5. Initial BrightBytes survey completed by students, parents, and staff.</p> <p>Student Digital citizenship: Emerging Student Online Skills: Proficient</p>	<p>7) All students have the technology skills to show applied problem-solving and content knowledge on the Smarter Balanced CCSS assessment. Students show mastery of the grade level technology skills identified in the Districts Technology Plan (to be developed).</p>	<p>All</p>	<p>All</p>		<p>Teachers will integrate more technology into their instruction. Articulated technology skills will be developed in a district technology plan. BrightBytes technology survey of students, staff and parents.</p> <p>Student Digital citizenship: Emerging Student Online Skills: Proficient</p>	<p>Teachers will integrate more technology into their instruction. Students will be taught a sequenced set of technology skills (year 1). BrightBytes technology survey of students, staff and parents.</p> <p>Student Digital citizenship: Proficient Student Online Skills: Proficient</p>	<p>Teachers will integrate more technology into their instruction. Students will be taught a sequenced set of technology skills (year 2). BrightBytes technology survey of students, staff and parents.</p> <p>Student Digital citizenship: Advanced Student Online Skills: Advanced</p>	<p>Priority 4 (also in Priority 8)</p>
<p>8) Students need to attend school in order to access their education. There will be an increase in the student attendance rate and decrease the truancy rate; (95%/ 21%)</p>	<p>8) Increase the attendance rate by 1% per year to 97%. Decrease the truancy rate to 17%.</p>	<p>All, students who are identified as truant in 2013/14</p>	<p>All</p>	<p>.</p>	<p>The attendance rate will improve to 95%. The truancy rate will decrease 2% to 21%</p>	<p>The attendance rate will improve to 96%. The truancy rate will decrease 2% to 19%</p>	<p>The attendance rate will improve to 97%. The truancy rate will decrease 2% to 17%</p>	<p>Priority 5</p>

<p>district records and DataQuest reporting</p> <p>HSDO: N/A HS grad: N/A</p>								
<p>9) Students need a safe school culture. Improve the social, emotional, and academic culture for students and teachers; data on students reaching each step on a progressive discipline plan; decreased reports of bullying; separate student and staff focus groups.</p> <p>30% of students report incidents of bullying.</p> <p>Suspensions: 2 Expulsions: 0</p>	<p>9) There is a reduction in students reaching beyond the first step on the progressive discipline plan. There is a reduction in reports of student bullying. Students and staff report an improved learning and working environment against a base level.</p>	<p>All</p>	<p>All</p>	<p>.</p>	<p>Baseline of students at each level of the progressive discipline plan and number of reports of bullying are established. Baseline on school learning environment is established through representative student focus group. Improvement targets are set based on the baselines.</p> <p>Reduce report of bullying to 25%</p> <p>Suspensions: 1 Expulsions: 0</p>	<p>There are fewer students at the higher steps on the progressive discipline plan. There is a reduction in the number of students who have been bullied. Students report that the learning environment is more positive than the description in the base year. Targets set in year 1 are met. Targets for year 3 are set.</p> <p>Reduce report of bullying to 20%</p> <p>Suspensions: 0 Expulsions: 0</p>	<p>There are fewer students at the higher steps on the progressive discipline plan. There is a reduction in the number of students who have been bullied. Students report that the learning environment is more positive than the description the previous year. Targets set in year 2 are met. Teacher focus group sets baseline for school work environment.</p> <p>Reduce report of bullying to 15%</p> <p>Suspensions: 2 Expulsions: 0</p>	<p>Priority 6 (also addressed in Priority 8)</p>
<p>10) Maintain student access and enrollment in all required areas of study. All students have access to</p>	<p>10) All students have access to and are enrolled in all required areas of study (EC51210 (a) to (i)).</p>	<p>All with particular attention to ELs and SWDs</p>	<p>All</p>		<p>All students have full access to and are enrolled in the full areas of study specified in Education</p>	<p>All students have full access to and are enrolled in the full areas of study specified in Education</p>	<p>All students have full access to and are enrolled in the full areas of study specified in Education Code.</p>	<p>Priority 7</p>

required area of study.					Code.	Code.		
<p>11) Students need to achieve high levels of performance in science, social studies, and physical education. Maintain strong performance in science, history/social studies, and high levels of physical fitness; CCSS benchmark assessments for science and history/social science and California Physical Fitness Report. Social Studies: 65% Science: 70% HFZ: 75%</p>	<p>11) Students have strong performance in science and history/social science (70% or more are proficient or advanced) on CCSS aligned benchmark assessments. Averages of 75% of students meet each of the six California Physical Fitness HFZ measures as determined by a teacher created check off sheet</p>	<p>All (and subgroups with 30 or more students)</p>	<p>All</p>		<p>Benchmark assessments for K/1 science and K/1 social studies are developed. Students in K/1 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target.</p> <p>Local benchmark assessments for science and history/social science and teacher created check off sheet using the criteria in the California Physical Fitness Report.</p> <p>Social Studies: 70% Science: 75% HFZ: 75%</p>	<p>Benchmark assessments for K/1 science and K/1 social studies are developed. Students in K/1 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target.</p> <p>Local benchmark assessments for science and history/social science and teacher created check off sheet using the criteria in the California Physical Fitness Report.</p> <p>Social Studies: 75% Science: 80% HFZ: 80%</p>	<p>Benchmark assessments for K/1 science and K/1 social studies are developed. Students in K/1 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target.</p> <p>Local benchmark assessments for science and history/social science and teacher created check off sheet using the criteria in the California Physical Fitness Report.</p> <p>Social Studies: 80% Science: 80% HFZ: 80%</p>	<p>Priority 8</p>

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

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

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

This section should represent the BASE services you provide to ALL students and include teacher salaries, teacher aides/yard duty salaries, facility maintenance, instructional materials and professional development. It should include most of the expenditures from your LCFF base grant.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) The District will continue to have NCLB highly qualified teachers	Priority 1	The District’s practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review.	LEA-wide		Review credential status to teacher assignments to ensure 100% highly qualified teachers  \$299,137 Property Tax, Title II 0000,4035 -1110, 3xxx	Review credential status to ensure 100% highly qualified teachers  \$299,137 Property Tax, Title II 0000,4035 -1110, 3xxx	Review credential status to teacher assignments to ensure 100% highly qualified teachers  \$299,137 Property Tax, Title II 0000,4035 -1110, 3xxx



<p>2) The District will maintain an optimal environment for learning through meeting the criteria for “good condition” on the FIT report (EC 17002(d)).</p>	<p>Priority 1</p>	<p>Develop a scheduled preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition. Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the scheduled maintenance plan.</p>	<p>LEA-wide</p>		<p>Develop a scheduled preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition</p> <p>\$42,707 Property tax 8150, 0000-2200, 3xxx</p>	<p>Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition</p> <p>\$42,707 Property tax 8150, 0000-2200, 3xxx</p>	<p>Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition</p> <p>\$42,707 Property tax 8150, 0000-2200, 3xxx</p>
<p>3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and considered for adoption as they become available.</p>	<p>Priority 1</p>	<p>Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be most effective in teaching the CCSS.</p> <p>Purchase supplemental materials</p> <p>Provide professional development for teachers</p>	<p>LEA-wide</p>		<p>Review the availability of CCSS aligned math curriculum materials if recommended by SCOE. If materials are found to be better than existing curriculum materials then set a schedule for adoption</p> <p>\$12,656 Property Tax, Lottery 0000, 1100, 6300- 7405, 4110</p>	<p>Consider adoption of math curriculum materials. If adopted then provide professional development through the TOSA Coach.</p> <p>\$12,656 Property Tax, Lottery 0000, 1100, 6300- 7405, 4110</p>	<p>If math curriculum materials were adopted the prior year then continue to provide professional development on effective implementation and articulation of math instruction</p> <p>\$12,656 Property Tax, Lottery 0000, 1100, 6300- 7405, 4110</p>
<p>4) Teachers and paraprofessionals provide a rigorous, high quality and engaging educational program to support each student academically and emotionally including every significant subgroup in mastering</p>	<p>Priority 2</p>	<p>Change the assignment of one classroom teacher to be a Teacher on Special Assignment (TOSA) Instructional Coach. This coach would work in classrooms to do model lessons, co-teach, and assist teachers with planning to increase rigor and active student</p>	<p>LEA-wide</p>		<p>Following an application and review process in the spring of 2014, a TOSA and paraprofessionals will be assigned to work with teachers on implementing CCSS with special attention to meeting the needs of subgroups.</p> <p>\$23,785</p>	<p>TOSA and paraprofessionals continues coaching and supporting teachers in classrooms to increase implementation of CCSS and associated instructional strategies.</p> <p>\$23,785 Property Tax, Title I</p>	<p>TOSA and paraprofessionals continues coaching and supporting teachers in classrooms to increase implementation of CCSS and associated instructional strategies.</p>

the CCSS		engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students) Paraprofessionals will support the academic and emotional success of students.			Property Tax, Title I 0000, 3010, 2100-2900	0000, 3010, 2100-2900	\$23,785 Property Tax, Title I 0000, 3010, 2100-2900
5) EL parents and socio-economically disadvantaged (SED) parents will be more involved in decision-making and in their child's education/school activities. There will be two or more new activities where students and community members are working together. Parents have increased access to data on their child's achievement through the Illuminate parent portal.	Priority 3	Solicit parent and community input to identify a small number of practices to implement fully. Restructure staff responsibilities to create a parent liaison that will work with parents including those who have not been involved in the school historically. Develop community involvement activities. Increase parent access to data on their child's performance through the Illuminate parent portal. Reinstate K-8 Open House.	LEA-wide		-Restructure existing staff assignments to create a parent liaison that will work with parents to increase their involvement in the school and their child's education. – Liaison works with DAC/DELAC to solicit parent and community input and prioritize a small number of school and community activities to promote community engagement. -Parent portal is opened on existing Illuminate Data and Assessment Management System to give parents increased access to grades and other data.  \$1,359 Property Tax 0000, 5840	-Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The Parent liaison also works with the community and teachers on activities that involve the community in the school. Use of the parent portal is refined based on parent feedback. K-8  \$1,359 Property Tax 0000, 5840	-Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The Parent liaison also works with the community and teachers on activities that involve the community in the school. Use of the parent portal continues.  \$1,359 Property Tax 0000, 5840
6) -Close the achievement gap between EL students, Hispanic/Latino students and all students by 5% per year using the district	Priority 4	-TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA	LEA-wide		-TOSA and teachers identify and implement benchmarks. -TOSA and technology staff set-up Illuminate to monitor student progress and provide access on progress to parents through the parent portal.	-TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. -Parents can access data on their child's progress on	-TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. -Parents can access

<p>adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014. -Close the achievement gap between economically disadvantaged students and all students by 5% per year using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014. -Close the achievement gap between students with disabilities and all students by 3% per year using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.</p>		<p>works with teachers on instructional strategies such as grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. -Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.</p>			<p>-TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.  \$1,572 Title I 3010, 5202</p>	<p>benchmarks through the parent portal. -TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.  \$1,572 Title I 3010, 5202</p>	<p>data on their child's progress on benchmarks through the parent portal. -TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.  \$1,572 Title I 3010, 5202</p>
<p>7) All students have the technology skills to show applied problem-solving and content</p>	<p>Priority 4</p>	<p>The District develops and implements a technology plan that articulates student</p>	<p>LEA-wide</p>		<p>The district develops the technology plan as described. Identified technology needed for year one implementation</p>	<p>The district implements year 1 of a multi-year implementation of the technology plan. Teachers</p>	<p>The district implements year 2 of the technology plan. Teachers participate</p>

<p>knowledge on the Smarter Balanced CCSS assessment. Students show mastery of the grade level technology skills identified in the Districts Technology Plan (to be developed).</p>		<p>technology skills as a sequence. This sequence is aligned with the technology skills needed for the Smarter Balanced assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.</p>			<p>is purchased.  \$17,337 Property tax, Lottery, Common Core 7405, 1100, 0000, 6500, 5840-2100-2400, 3xxx</p>	<p>participate in professional development on the skills to be taught to students in the technology skills continuum. Teachers participate in professional development on how to access and use technology as an instructional tool.  \$17,337 Property tax, Lottery, Common Core 7405, 1100, 0000, 6500, 5840-2100-2400, 3xxx</p>	<p>in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. GoogleDocs) and bring technology resources and information into the classroom.  \$17,337 Property tax, Lottery, Common Core 7405, 1100, 0000, 6500, 5840-2100-2400, 3xxx</p>
<p>8) Increase the attendance rate by 1% per year to 97%. Decrease the truancy rate to 17%.</p>	<p>Priority 5</p>	<p>Implement a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. District to provide transportation to all students.</p>	<p>LEA-wide</p>		<p>The school office will contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. -Recognize students for attendance and for consistently getting to school on time. -Monitor the rate of truanancies to ensure that records are consistent with how the state counts truanancies. -School District provides transportation for all students  \$35,117 WCTA funding, Property Tax WCTA Expenses 0000- 2400, 3xxx</p>	<p>The school office will continue to contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. -Recognize students for attendance and for consistently getting to school on time. -School District provides transportation for all students.  \$35,117 WCTA funding, Property Tax WCTA Expenses 0000- 2400, 3xxx</p>	<p>The school office will continue to contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. -Recognize students for attendance and for consistently getting to school on time. -School District provides transportation for all students.  \$35,117 WCTA funding, Property Tax WCTA Expenses 0000- 2400, 3xxx</p>

<p>9) There is a reduction in students reaching beyond the first step on the progressive discipline plan. There is a reduction in reports of student bullying. Students and staff report an improved learning and working environment against a base level.</p>	<p>Priority 6</p>	<p>-School administration works with teachers to implement a progressive discipline plan with clear expectations and consequences. Data is maintained on the number of students at each step.          -Implement a Restorative Justice elective program with guidance from the school counselor and counseling intern          -Identify and implement school wide practices such as class meetings and/or School Ambassadors to consistently to address interpersonal communication and student resolution among students.          -Conduct a focus group with students and later with staff to understand what is working/not working in the school culture.</p>	<p>LEA-wide</p>		<p>-Progressive discipline plan initiated in the spring of 2014 is reviewed with students at the beginning of the year.          -The school office maintains records on the step for each student on a progressive discipline plan.          -Staff and counselors/psychologist, agree upon a school wide practice to implement to change the student culture and reduce the rate of student bullying.          -Implement character assemblies.          -School counselor/psychologist and school psychologist intern implement agreed upon school wide culture practice in classrooms and school wide events, as appropriate.          -School psychologist conducts focus group with students twice a year to get input on what is working/not working in the school culture.</p> <p>\$54,127          Property tax, West Co Consortium Medi-Cal 6500- 1300-5110, 3xxx</p>	<p>-Progressive discipline plan continues.          -The school office maintains records on the step for each student on a progressive discipline plan.          -School psychologist and staff restart and maintain agreed upon school wide culture practice in classrooms and school wide events, as appropriate.          -Implement character assemblies.          -School counselor/psychologist conducts focus group with students twice a year to get input on what is working/not working in the school culture.</p> <p>\$54,127          Property tax, West Co Consortium Medi-Cal 6500- 1300-5110, 3xxx</p>	<p>-Progressive discipline plan continues.          -The school office maintains records on the step for each student on a progressive discipline plan. Progressive discipline plan is reviewed for effectiveness based on data from the last two years.          -School psychologist and staff restart and maintain agreed upon school wide culture practice.          -Implement character assemblies.          -School psychologist conducts focus group with students twice a year to get input on what is working/not working in the school culture.          -Staff focus group is held to get input on what is working well/could work better in the work environment.          -Administration uses focus group input to plan follow-up with staff on school culture.</p> <p>\$54,127          Property tax, West Co Consortium Medi-Cal 6500- 1300-5110,</p>
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10) All students have access to and are enrolled in all required areas of study (EC51210 (a) to (i)).	Priority 7	Continue to ensure that all students have access to and are enrolled in the required areas of study.	LEA-wide		Continue to provide a schedule that gives all students access to the required areas of study. Music, PE, Art, Library  \$14,060 Property tax, Forestville Foundation 0000, 0020-2900-5830-1110, 3xxx	Continue to provide a schedule that gives all students access to the required areas of study. Music, PE, Art, Library  \$14,060 Property tax, Forestville Foundation 0000, 0020-2900-5830-1110, 3xxx	Continue to provide a schedule that gives all students access to the required areas of study. Music, PE, Art, Library  \$14,060 Property tax, Forestville Foundation 0000, 0020-2900-5830-1110, 3xxx
11) Students have strong performance in science and history/social science (70% or more are proficient or advanced) on CCSS aligned benchmark assessments. An average of 75% of students meet each of the six California Physical Fitness HFZ measures.	Priority 8	Performance based benchmarks with scoring guides for science and history/social studies are identified or developed. Students are assessed with these assessments and data and instructional practices are analyzed- -Students will be evaluated based on the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year.	LEA-wide		Based on the 2013 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly.  \$6,638 Property tax 0000-1110, 3xxx	Based on the 2014 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly.  TOSA meets with SCOE and teachers to review science and history/social science options for performance based assessments. Science assessments would be based on the Next Generation Science Standards. Teachers identify assessments for implementation the following year.  \$6,638 Property tax 0000-1110, 3xxx	Based on the 2015 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly.  Science and history/social science performance-based assessments will be administered and results used to plan instruction.  \$6,638 Property tax 0000-1110, 3xxx

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Goals addressed are <b>4</b> (Rigorous CCSS aligned curriculum) <b>5</b> (EL parents and socio-economically disadvantaged (SED) parents will be more involved in decision-making and more involved in their child’s education/school activities through a liaison) and <b>6</b> (Close the achievement	Priorities 2, 3 and 4	For low income pupils: Provide professional development  Provide peer coaching  Provide free and reduced breakfast and lunch	LEA-wide		-Professional development on CCSS will include instructional practices such as differentiating instruction, grouping for instruction, effective classroom interventions, preteaching /reteaching strategies and student engagement (including randomly calling on students, regular individual checking for understanding) that will be more effective at addressing student achievement for low income students.	Continue actions from year 1 with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs of low-income students.	-Same as year 2.

gap)					<p>-The Liaison will specifically target parents who have not been involved in the school or their child’s education and individualize outreach to these parents and to create opportunities where parents feel comfortable working with the school to address their child’s needs and providing input.</p> <p>\$25,844 Supplemental Grant 0000-7616</p> <p>\$831 Title I 3010-5202</p>	<p>\$25,844 Supplemental Grant 0000-7616</p> <p>\$831 Title I 3010-5202</p>	<p>\$25,844 Supplemental Grant 0000-7616</p> <p>\$831 Title I 3010-5202</p>
<p>2) Goals addressed are <b>4</b> (Rigorous CCSS aligned curriculum) <b>5</b> (EL parents and socio-economically disadvantaged (SED) parents will be more involved in decision-making and more involved in their child’s education/school activities through a liaison) and <b>6</b> (Close the achievement gap)</p>	<p>Priorities 2, 3 and 4</p>	<p>For English learners:  Schedule parent liaison  Provide ELD instruction through leveled ELD 3-5 times per week <u>and</u> ELD strategies included throughout the instructional day by the classroom teacher.  Provide professional development</p>	<p>LEA-wide</p>		<p><i>(NOTE: There were not enough ELs for the state to provide Title III accountability reporting)</i> -The school will convert from a model where a specialist does pull-out ELD to a model where students have leveled ELD 3-5 times per week <u>and</u> ELD strategies included throughout the instructional day by the classroom teacher. Professional development through SCOE, with neighboring school districts and through the TOSA will be provided to change instructional practices to increase access to content for ELs. -Professional development on CCSS will include instructional practices such as differentiating instruction, classroom interventions, grouping for instruction, preteaching /reteaching strategies and student engagement (including randomly calling on students, regular individual checking for understanding) that will be more effective at addressing student achievement for English Learners.</p>	<p>Continue actions from year 1 with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs of English Learners.</p>	<p>-Same as year 2</p>



					<p>-The Liaison will specifically target parents who have not been involved in the school or their child’s education and individualize outreach to these parents and create opportunities for Spanish speaking parents to feel comfortable working with the school to address their child’s needs and providing input.</p> <p>\$21,783 Supplemental Grant 0000-2100, 3xxx</p> <p>\$2,415 Title I 3010-1100, 3xxx</p>	<p>\$21,783 Supplemental Grant 0000-2100, 3xxx</p> <p>\$2,415 Title I 3010-1100, 3xxx</p>	<p>\$21,783 Supplemental Grant 0000-2100, 3xxx</p> <p>\$2,415 Title I 3010-1100, 3xxx</p>
<p>3) Goal addressed is <b>6</b> (Close the achievement gap)</p>	<p>Priority 4</p>	<p>For foster youth: Differentiate instruction</p>	<p>LEA-wide</p>		<p>If there is a foster student, the District will work with the SCOE Foster Youth Coordinator and/or foster parents to plan how to differentiate instruction to teach the student from where they are and to accelerate their learning as needed to access grade level content. The school counselor/Psychologist will be available to provide individual support as needed to address social/emotional and/or academic issues.</p> <p>\$5,755 Supplemental Grant 6500,1300-5110, 3xxx</p> <p>\$1,000 Title I 3010-5202, 3xxx</p>	<p>Same as year 1.</p> <p>\$5,755 Supplemental Grant 6500,1300-5110, 3xxx</p> <p>\$1,000 Title I 3010-5202, 3xxx</p>	<p>Same as year 2.</p> <p>\$5,755 Supplemental Grant 6500,1300-5110, 3xxx</p> <p>\$1,000 Title I 3010-5202, 3xxx</p>
<p>4) Goals addressed are <b>4</b> (Rigorous CCSS aligned curriculum) <b>5</b> (EL parents and economically disadvantaged (SED) parents will be more involved in decision-making and more involved in their child’s</p>	<p>Priorities 2, 3 and 4</p>	<p>For redesignated fluent English proficient pupils:  Provide professional development for teachers</p>	<p>LEA-wide</p>		<p><i>(NOTE: There was one redesignated FEP student in 2013 and not enough ELs for the state to provide Title III accountability reporting)</i></p> <p>-Professional development on CCSS will include instructional practices such as differentiating instruction, grouping for instruction, preteaching /reteaching strategies and student</p>	<p>-Continue actions from year 1 with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to</p>	<p>-Same as year 2.</p>

<p>education/school activities through a liaison) and <b>6</b> (Close the achievement gap)</p>		<p>Provide parent liaison</p>		<p>engagement (including randomly calling on students, regular individual checking for understanding) that will be more effective addressing student achievement. -The Liaison will specifically target parents who have not been involved in the school or their child’s education and individualize outreach to these parents and to create opportunities where parents feel comfortable working with the school to address their child’s needs and providing input. \$3,733 Title III 4201,4203 – 2100, 3xxx</p>	<p>address the needs of R-FEP students. \$3,733 Title III 4201,4203 – 2100, 3xxx</p>	<p>\$3,733 Title III 4201,4203 – 2100, 3xxx</p>
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C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The district (Tk-1) will receive \$53,210 in supplemental/concentration grant funds. The district will use these funds to provide a Foster Youth Coordinator, Psychologist services, a Free and Reduced breakfast/ lunch, and an EL paraprofessional who will serve as the parent liaison.

District (TK-1) has 52.44% unduplicated students.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Our minimum proportionality percentage is 10.49%. When you compare the cost of providing to our unduplicated students, a Foster Youth Coordinator, Psychologist services, a Free and Reduced breakfast/ lunch, and an EL paraprofessional, with the total cost of our K-1 program, the proportionality percentage is 10.49%. This meets the required minimum proportionality percentage.

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.