

**22§ 15497. Local Control and Accountability Plan and Annual Update Template.**

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LCAP Year: 2014-15 6/19/14 draft

***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.*

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

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

## **State Priorities**

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

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

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

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

*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><i>An extensive engagement process was instituted during the 2013-14 school year to engage parents, including parents with children who are English Learners, as well as children who are eligible for free and reduced meals; at this time there are no foster children attending the school. All English Learner parents were personally called to attend such meetings and all students but one, were represented. Staff, certificated and classified, actively participated in developing the LCAP, through participation at staff meetings and bargaining unit consultative meetings. Members of the greater community, including volunteers, business representatives and Education Foundation members were also invited to participate. The engagement process involved communication with stakeholders through newsletters, Marquee announcements, Parent Club &amp; Site Council notices, Board of Education agendas and invitations through the Coastal Hills Community Project newsletter.</i></p> <p><i>Meetings &amp; Notices (not inclusive)</i></p> <p><i>2/18/14: Coastal Hills Community Project : community email invitation</i></p> <p><i>2/27/14 Parents Club &amp; SSC meeting</i></p> <p><i>3/24/14 Parents Club/Bilingual Parents meeting</i></p> <p><i>3/31/14 FR Teachers Assoc. LCAP consultation meeting</i></p> <p><i>4/27/14 BOE meeting</i></p> <p><i>5/6/15 Parents Club &amp; SSC meeting (see mins for discussion, questions, responses)</i></p> <p><i>5/15 BOE meeting: review current draft as information item</i></p> <p><i>6/19 BOE meeting: public hearing for LCAP and 2014-15 Budget</i></p> <p><i>6/26 BOE meeting: adoption: LCAP, 2014-15 Budget</i></p>	<p><i>The meetings with the Parents Club and School Site Council resulted in a recommendation that the enrichment programs (art, music, poetry and science) be considered an integral part of the school’s curriculum, and that all efforts be made to continue these programs. The school community also agreed that school facilities continue to be available after hours for use by community groups that need a place to meet.</i></p> <p><i>The stakeholders at these meetings also endorsed the current SPSA and the instructional staff’s focus on implementing the Common Core, and ELA, math and technology.</i></p>

**Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, EL Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. LEA's may incorporate/reference actions described in other plans undertaken to meet the goal.

**Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be differently improved for students: (based on identified metric)			Approved LCAP Template Page 6 of 14 Related State and Local Priorities Priority 1: Specific state priority. For districts, all priorities in statute must be included & identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA)		Yr 1: 2014-15	Yr 2: 2015-16	Yr 3: 2016-17	
<p>1) Students need to be proficient in the common core standards.</p> <p>Metrics: CC aligned textbooks: no CC aligned resources: yes</p> <p>K-8 implementation of Common Core in Math and ELA</p> <p>Teacher misassignments: 0</p> <p>Reading skills improvement. Metric: In the past 2 years, between 60-70% of students scored proficient/advanced on the STAR Dibbels (K-4) Teacher assessment (5-8)</p> <p>Math skills improvement. Metric: In past 2 years, between 40-60% of students scored proficient/advanced on the STAR test</p>	<p>A) All students will be proficient in the common core standards.</p> <p>B) All staff will participate in professional development supporting the Common Core on an ongoing schedule</p> <p>C) All students will read at or above grade level.</p> <p>D) All students will perform at or above grade level in math.</p>	All	All	<p>Math: all students at gr level or above -text, teacher assessments</p> <p>improved CC based instruction -workshops</p> <p>maintain: 0</p> <p>Improved fluency, comprehension, -Dibbels, -CAASPP 62-72% of students will achieve gr level proficiency</p> <p>Improved math skills -teacher &amp; text assessments -CAASPP 42-62% of</p>	<p>ELA: all students at gr level or above, -text teacher assessments</p> <p>improved CC based instruction -workshops</p> <p>maintain: 0</p> <p>Improved fluency, comprehension, -Dibbels -CAASPP 64-74% of students will achieve gr level proficiency</p> <p>Improved math skills -teacher &amp; text assessments -CAASPP 44-64% of</p>	<p>Science: all students at gr level or above, -text, teacher assessments</p> <p>improved CC based instruction -workshops</p> <p>maintain: 0</p> <p>Improved fluency, comprehension, -Dibbels -CAASPP 66-76% of students will achieve gr level proficiency</p> <p>Improved math skills -teacher &amp; text assessments -CAASPP 46-66% of</p>	Priorities 1, 2, 4, 7, 8	

<p>AP classes, college prep, CTE, Early Assessment, grad &amp; drop-out rates: NA</p> <p>API 3 year average score: 845 EL students are not at gr level with informational text comprehension (STAR).</p> <p>Metric: In past 2 years, between 11-17% of students scored proficient or advanced on the STAR test.</p> <p>EL students are not at gr level in math (STAR).</p> <p>Metric: In past 2 years, between 24-34% of students scored proficient or advanced on the STAR test.</p> <p>-CELDT -CAASPP</p> <p>Technology access is limited for some students Metric: Currently there are 20 tablets at school</p>	<p>(elementary school)</p> <p>E) EL Students will demonstrate proficiency w/informational text comprehension (CAASPP)</p> <p>F) Progress toward fluency G) Students will have tech. skills for accessing knowledge &amp; demonstrating competencies</p>				<p>students will achieve gr level proficiency</p> <p>-increase 3 year average by 3pts -Improved comprehension -teacher &amp; text assessments -CAASPP -CELDT</p> <p>-ELA: 16-22% of students will achieve gr level proficiency -Math: 28-38% of students will achieve gr level proficiency</p> <p>one level/yr Greater student facility: tablets, desktops, software</p> <p>22 tablets</p>	<p>students will achieve gr level proficiency</p> <p>-increase 3 year average by 3pts -Improved comprehension -teacher &amp; text assessments -CAASPP -CELDT</p> <p>-ELA: 21-27% of students will achieve gr level proficiency -Math: 30-42% of students will achieve gr level proficiency</p> <p>one level/yr Greater student facility: tablets, desktops, software</p> <p>24 tablets</p>	<p>students will achieve gr level proficiency</p> <p>-increase 3 year average by 3 pts -Improved comprehension -teacher &amp; text assessments -CAASPP -CELDT</p> <p>-ELA: 26-32% of students will achieve gr level proficiency -Math: 32-46% of students will achieve gr level proficiency</p> <p>one level/yr Greater student facility: tablets, desktops, software</p> <p>26 tablets</p>	
<p>2) Students need to be engaged in their learning and connected to the community and its resources to broaden learning experiences</p>	<p>A) Students will be knowledgeable &amp; informed re: the environment and ecology of their</p>	<p>All</p>	<p>All</p>		<p>Students will participate and volunteer at local events: -Ft Ross St Park</p>	<p>Students will participate and volunteer at local events: -Ft Ross St Park</p>	<p>Students will participate and volunteer at local events: -Ft Ross St Park</p>	<p>Priorities 5, 6, 7</p>

<p>Metric: -2013-14 P2 ADA: 9X%- Limited access to the fine arts Metric: two fine arts field trips (PC/SSC meetings)  Course access Metric: music, art, PE, Library: yes</p>	<p>community.  B) Student access to fine arts including, art, music, poetry</p>				<p>-Volunteer FD -ADA: 93.08%  Students assessed w/fine art rubrics -add 1 field trip -maintain</p>	<p>-Volunteer FD -ADA: 94%  Students assessed w/fine art rubrics -add 2 field trip -maintain</p>	<p>-Volunteer FD -ADA: 94.5%  Students assessed w/fine art rubrics -add 3 field trips -maintain</p>	
<p>3) Students need safe and secure facilities to do well in school and be involved in their community  Metric: FIT status: good Suspensions, expulsions: 0  Limited community facilities: meetings, recreation, social events, recreation; Metric: Facility Use Requests  Truancy</p>	<p>A) Maintain a safe, inviting, functional school site (see FIT) for students and community. Climate Survey (N/)  B) Community access to facilities after school hours.  Increase attend rate Eliminate need for truancy letters</p>	All	All		<p>-maintain FIT status  -maintain 0 suspensions, expulsions  Community groups will have access to clean, attractive facilities .25%  no truancy ltrs</p>	<p>-maintain FIT status  -maintain 0 suspensions, expulsions  Community groups will have access to clean, attractive facilities .25%  no truancy ltrs</p>	<p>-maintain FIT status  -maintain 0 suspensions, expulsions  Community groups will have access to clean, attractive facilities .25%  no truancy ltrs</p>	<p>Priorities 1, 3, 6  Priority 5</p>
<p>4) Parents need to be involved in their students education in order for the students to be successful Metric: -currently 5 parents volunteer weekly in the educational prog.</p>	<p>A) Parents will be engaged and involved</p>	All	All		<p>maintain involvement</p>	<p>maintain involvement</p>	<p>maintain involvement</p>	<p>Priorities: 3, 6</p>



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

*For school districts, EC 52060 and 52061 require the LCAP to include a description of the specific actions 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.

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
1A) All students will be proficient in the Common Core standards	1, 2, 4, 7, 8	-Provide highly qualified teachers  -Provide CC aligned instructional materials Provide art, music, poetry, environmental ed. instruction to all students	Single school district		-\$215,000 cert. inst. salaries (LCFF, Lottery, parcel tax) -\$23,000: inst. materials, supplies) \$4,000: consultants, supplies (fundraisers, Lottery, Ed. Foundation)	-\$219,300 cert. inst. salaries (LCFF, Lottery, parcel tax) -\$23,600: inst. materials, supplies) \$4,200: consultants, supplies (fundraisers, Lottery, Ed. Foundation)	-\$223,700 cert. inst. salaries (LCFF, Lottery parcel tax) -\$24,200: inst. materials, supplies \$4,400: consultants, supplies, field trips (fundraisers, Lottery, Ed. Foundation)
1B) All staff will participate in professional development supporting the Common Core on an ongoing schedule		Teachers will continue prof. dev. activities provided by district and SCOE			Attendance at trainings, -\$6,000 (registration mileage, subs) -CC imp. Funds, LCFF, Lottery	-Attendance at trainings, -\$6,200 (registration mileage, subs) -CC Imp. Funds, LCFF, Lottery	-Attendance at trainings, -\$6,400 (registration mileage, subs) -CC Imp. Funds, LCFF, Lottery

<p>1C) All students will read at or above grade level.</p> <p>1D) All students will perform at or above grade level in math.</p>	<p>2, 4, 7, 8</p>	<p>Teachers will provide rigorous instruction with extra support as needed (before &amp; after school w/ Inst. Aide tutoring, resource teacher assistance)</p>			<p>Increased opportunities for reading (and writing) -poetry-in-the-schools -reading challenge -access to librarian led wkly reading hr</p> <p>-Project based learning math activities (materials, field trips, tablets, IXL, IA)</p> <p>\$2,000: consultants, books: Parents Club, Ed. Found, Lottery -\$16,800: Inst. Aides (LCFF)</p>	<p>Increased opportunities for reading (and writing) -poetry-in-the-schools -reading challenge -access to librarian led weekly reading hr</p> <p>-Project based learning math activities (materials, field trips, tablets, IXL, IA)</p> <p>-\$2,060: consultants, books: Parents Club, Ed. Found, Lottery -\$17,300 Inst. Aides (LCFF)</p>	<p>Increased opportunities for reading (and writing) -poetry-in-the-schools -reading challenge -access to librarian led weekly reading hour</p> <p>-Project based learning math activities (materials, field trips, tablets, IXL, IA)</p> <p>-\$2,120: consultants, books: Parents Club, Ed. Found, Lottery -\$17,800 Inst. Aides (LCFF)</p>
<p>1F) Students will have tech. skills for accessing knowledge &amp; demonstrating competencies</p>		<p>Teachers will provide instruction with extra support as needed (see above) Each student, gr 5-8 will have access to tablets or computers in class</p>			<p>Additional tablet Inst Aides (cost see above) Tablet: \$500 (LCFF)</p>	<p>Two additional tablets: \$1,000 (LCFF)</p>	<p>Two additional tablets: \$1,000 (LCFF)</p>
<p>2A) Students will be knowledgeable &amp; informed re: the environment and ecology of their community.</p>		<p>Project based learning and integrated thematic instruction will be utilized for increasing student knowledge</p>			<p>Instructional materials, supplies &amp; field trips: \$2,000 (LCFF)</p>	<p>Instructional materials, supplies &amp; field trips: \$2,000 (LCFF)</p>	<p>Instructional materials, supplies &amp; field trips: \$2,000 (LCFF)</p>

2B) Student access to fine arts including, art, music, poetry	2,4,7,8	Hands-on project based instruction will be provided to all students so they are guided in creating their own art, music and poetry	Single school district		Art, music & poetry consultants will be employed to supplement teacher instruction in these areas: \$5,000 field trips:	Art, music & poetry consultants will be employed to supplement teacher instruction in these areas: \$5,000 field trips:	Art, music & poetry consultants will be employed to supplement teacher instruction in these areas: \$5,000 field trips:
3A) Maintain a safe, inviting, functional school site (see FIT) for students and community.	1, 6	Maintain current grounds and building maintenance services (contracted)			Routine maintenance: \$2,000 Regular grounds service: \$1,000 Deferred Maintenance: \$15,000	Ongoing  Ongoing  \$30,000 upcoming roof repairs	\$45,000 upcoming roof repairs
3B) Community access to facilities after school hours	1, 3, 5, 6	Facility Use Forms and Facility Use Calendar will be readily available to public			Keep facility use fees at reasonable levels	maintain	maintain
4A) Parents will be engaged & involved	3, 6	Parent Club and Site Council meetings will take place every two months or more often if needed			Notices in Friday Bulletin, email reminders & phone calls to encourage attendance; treats will be served	maintain	maintain

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 (fr 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
1E) EL Students will demonstrate proficiency w/informational text comprehension	2, 4, 7, 8	For English learners: Teachers will provide rigorous instruction w/ extra support as needed (before & after school Inst. Aide tutoring, resource teacher assistance) to encourage proficiency in informational text reading	Single School District		Increased opportunities for reading (and writing) -informational text -reading challenge -access to librarian led weekly reading hour  -\$2,000: consultants, books (LCFF supplemental)  -\$5,600: additional IA time (LCFF supplemental)	Increased opportunities for reading (and writing) -informational text -reading challenge -access to librarian led wkly reading hour -\$2,000: consultants, books (LCFF supplemental)  \$5,750: additional IA time (LCFF supplemental)	Increased opportunities for reading (and writing) -informational text -reading challenge -access to librarian led wkly reading hour -\$2,000 consultants, books (LCFF supplemental)  \$5,950 additional IA time (LCFF supplemental)
Low income students: proficiency at gr level in ELA and math		For low income pupils: Teachers will provide rigorous instruction w/ extra support as needed (before & after school Inst. Aide tutoring, resource teacher assistance) to encourage proficiency in informational text reading			Additional assistance for core subjects as needed  -\$5,600: additional IA time (LCFF supplemental)	Additional assistance for core subjects as needed -\$5,750: additional IA time (LCFF supplemental)	Additional assistance for core subjects as needed -\$5,950: additional IA time (LCFF supplemental)
		Foster youth: N/A					
Re-designated FEP students: Gr level prof. in ELA, math		For re-designated Fluent English Proficient pupils: -See above			Additional assistance for core subjects as needed -See above	Additional assistance for core subjects as needed -See above	Additional assistance for core subjects as needed -See above

- 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 FRESA increase in funds, were we not a Basic Aid district, for 2014-15 is calculated at \$8,750. This amount will be used to partially fund the Instructional Aides in each classroom, who will provide the supplementary services listed above (before and after-school tutoring, extra instructional assistance in the classroom) to English Learners, Low Income students and Re-designated FEP students. There currently are no Foster Youth enrolled in the district.

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

The percentage by which services for unduplicated students must be increased/improved, compared to services provided for all students, is 4.17%. Two inst. Aides provide services for all students; they also provide supplemental before-and-after-school services for EL and FRLP students (no Foster Youth enrolled). The ratio of time for IA services to all students, compared to the before-and-after EL/FRLP tutoring yields an additional 4.17% of services (720 min for all, compared to 30 min before and 30 minutes after school: 30/720), above what all pupils receive.

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.