



## **Local Control Accountability Plan**

**Gravenstein Union Elementary District**

**Gravenstein First School and Gravenstein**

**Union Community Day School**

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**June 24, 2014**

**Gravenstein Union School District: Local Control Accountability Plan  
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**Introduction**

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning

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

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

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

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

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

### B. Pupil Outcomes

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

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

### C. Engagement

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

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

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

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

	Summer 2013	Summer 2013	2013-14:	2014-15:	2015-16:	2016-17
Common Core Focus	Some workshops attended by staff outside of the district	Training planned and secured for <b>all teachers</b> to take place at the district in the areas of Math and Language Arts	<b>Transition Year 1:</b> Approximately 20 hours of training implemented for <b>all teachers</b> in the <b>areas of Language and Math.</b>	<b>Transition /Implementation</b> New Common Core-aligned textbooks to be investigated and piloted in the area of Math. Math adoption is possible during 2014-15 school year.	<b>Transition/ Implementation</b> New math adoption will take place this year if not completed during 2014-15. New Language Arts materials will be piloted.	<b>Full Implementation:</b> Math <b>Transition to New Adoption:</b> Language Arts
Math	Workshops attended outside of district	Training: Math 12-15 hours of common core math workshops planned- all teachers  4 teacher leaders set for training at the county office for Leadership Team training  Training: English/ Language Arts Approximately 10 hours of Language Arts workshops planned for all teachers	<b>Area of Focus</b> Math common core-aligned lessons added to current curriculum -as appropriate by grade level- such as-MARS tasks and Number Talks. This is done in combination with use of current textbooks- Harcourt Math K-5 and CGP for grades 6-8	<b>Area of Focus—</b> Deepening Understanding/integration of common core while continuing the use of current textbooks and piloting new math textbooks. <b>Possible adoption will be the result of the piloting.</b>	This year will include the implementation of and training in the new math textbook adoption.	Full implementation

	<b>2012-13:</b>	<b>Summer 2013</b>	<b>2013-14:</b>	<b>2014-15:</b>	<b>2015-16:</b>	<b>2016-17</b>
English Language Arts	Some teachers attend SCOE workshops and/or requested by the administrator to train/share with colleagues during staff meetings	Common Core training planned and secured	Training: English/ Language Arts Approximately 10 hours of Language Arts workshops planned for all teachers	New or additional methods learned from training are implemented while utilizing the current adoptions of <i>Imagine It/Open Court</i> (K-5) and <i>McDougall-Littel</i> (6-8).	<b>Area of Focus</b> Determine text/supplementary materials /adoption needs and ELA training for all teachers: literacy, academic language, and text complexity, ensuring rigor.	Implementation of new text and/or supplementary ELA materials  Full implementation
Science	Glencoe-McGraw Hill K-5 McDougall-Littel 6-7-8 Teen Health 6-7-8	Glencoe-McGraw Hill K-5 McDougall-Littel 6-7-8 Teen Health grades 6-7-8	Glencoe-McGraw Hill K-5 McDougall-Littel 6-7-8 Teen Health 6-7-8	Glencoe-McGraw Hill K-5 McDougall-Littel 6-7-8 Teen Health 6-7-8  Awareness of Common Core science	Current Texts deepen knowledge of common core science standards  Awareness of Common Core Science	Science Transition: Adoption anticipated for 2018-19
Technology	Gravenstein School has just (within a year) received new computers. All classes have data projectors, document cameras (ELMOs), and some classrooms have multiple student computers	Hillcrest Computer Lab gets new Computers	<b>Areas of Focus</b> _____ Common Core Funds: Router upgrades and purchase of 60 lap tops for additional <del>student practice</del> Curriculum addition: Digital Citizenship Curriculum and <del>SBAC readiness</del>  Computer/IT Person hired for upkeep, direction and instructions	<b>Areas of Focus:</b> Digital Citizenship Curriculum New Technology Standards  Instructional Tech (IT) works with all classes in labs or with individual classroom/school needs.	<b>Areas of Focus:</b> New Technology Standards  Keyboarding  Digital Citizenship Curriculum	<b>Areas of Focus:</b> New Technology Standards  Keyboarding  Digital Citizenship Curriculum
Special Needs and Other Curriculum- such as SEL (Social Emotional Learning)	<b>Second Step</b> Curriculum (SEL-K-8) <b>Language! ELA Intervention</b> Program (gr. 4-8) <b>Fast Forward Math Intervention</b> Program (gr 4-8)	<b>Second Step</b> Curriculum (SEL-K-8) <b>Language! ELA Interv.</b> Prog. gr. 4-8 <b>Fast Forward Math Intervention</b> Program (gr 4-8)	Special Education Self Review w/ parent mtg Special needs staff begin to integrate CC and MARS tasks	<b>Second Step</b> Curriculum (SEL-K-8) <b>Language! ELA Intervention</b> Program (gr. 4-8) <b>Fast Forward Math Interv.</b> Prog. (gr 4-8) Special needs staff begin to integrate CC and MARS tasks	New math adoption will address special needs and/or we will review updated Intervention Programs	Language arts adoption will address special needs and/or we will review updated adopted Intervention Program

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

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

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

#### **Guiding Questions:**

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

Involvement Process 2013-14	Impact on LCAP
<p>The Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were introduced to the LCFF / LCAP throughout the fall. Trustees and the Superintendent attended SCOE workshops regarding LCFF and LCAP. Once the State Board acted on January 16, the outreach effort was enhanced. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings.</p> <ol style="list-style-type: none"> <li>1. Videos, written information, and websites provided at LCAP meetings.</li> <li>2. Parent, staff, board, and administrative LCAP meetings held monthly.</li> <li>3. Questions about involving the 8 priorities emailed to ALL staff, parents, and school board members inviting responses. This was done on a weekly basis.</li> </ol> <p><b>Informational meetings and correspondence</b> <b>Inform and Educate</b></p> <p><b>October 9, 2013:</b> Information shared at each School Board meeting beginning on this date about LCAP. This included a video from West Ed on the LCAP overview. This same video was shown at the LCAP stakeholder meeting on November, 2013.</p> <p><b>Engage Stakeholders</b> At the SSC/LCAP meetings on <b>November 21, 2013, January 30, 2014, February 27, 2014, March 24, 2014, April 24, 2014, and May 29, 2014</b> the council was informed and then discussed/reviewed the LCFF/LCAP information. They had been assigned areas of concentration from the 8 priorities at the February 27th meeting.</p> <p>They reported out at the March 24th meeting.</p> <ul style="list-style-type: none"> <li>• 4 Leadership Team teachers, 4 additional teachers representing our schools, and the Principal of the Middle School are also included in this committee with 5 parents. One Special education teacher is also on the LCAP committee-besides representatives from all 4 schools in the district.</li> <li>• LCAP was discussed at staff meetings – along with Common Core professional development and the new Smarter Balanced Assessment (CAASPP).</li> <li>• LCAP was discussed in the Superintendent’s Monday Messages (MM) more than 10 times over the year between October and May. The first two MM were informational and utilized for recruiting members for the committee. Eight MM were used to address the 8 priorities of the LCAP – offering all parents and staff to submit input.</li> <li>• LCAP was discussed at district-wide staff meetings– along with Common Core professional development on Jan. 9 and Feb. 6, 2014.</li> </ul>	<ol style="list-style-type: none"> <li>1. The school district community, including the LCAP Committee members, were educated on the intent of the document.</li> <li>2. At LCAP Committee Meeting: Parents stated their desire for the elements that have made our schools successful to continue. One of the areas described had to do with who directly handles student conflicts. Parents responding are happy with the conflicts handled in a timely, firm, and confidential manner.</li> <li>3. Parents who were not able to attend the LCAP committee meetings were able to give their responses to the superintendent through email.</li> </ol> <ul style="list-style-type: none"> <li>• <b>February 18-April 28 District LCAP Questions through Monday Messages, Site Council Committee Meetings ,and Staff Meetings Result:</b></li> </ul> <p>Responses confirmed that parents find existing programs do overall support student achievement and the 8 priorities.</p> <p><b>Priorities Identified:</b></p> <ul style="list-style-type: none"> <li>• <b>Promote curriculum development and higher levels of student achievement within the District consistent with state standards and framework. (District Goal #3 Curriculum and Instruction)</b></li> <li>• Continue staff development in Common Core Implementation and common planning time.</li> <li>• Continue additional availability of technology for students.</li> <li>• Continue assistance by IT personnel for maintenance of technology and assistance for teachers.</li> <li>• Continue investigating the purchase of common core aligned math textbooks.</li> <li>• <b>Most dominant common response from parents and staff from Monday Messages:</b> Students learn best when they are engaged and can relate what they are learning to the real world.</li> </ul>



### Stakeholder Input Collection Activities

Meetings were held this year in reference to our one foster child. The meetings included the Superintendent and a representative from the county child welfare department, and a representative from the county foster youth services program. An additional meeting, to include the principal, was held with the child's social worker about how the school/stakeholders could better support the foster child's achievement at school.

**February 18, February 24, March 3, March 19, March 24, March 31, April 7, April 14, and April 28:** Each Monday Message posed a question to **all parents and employees** in reference to the 8 state priorities of the LCAP. Response was sent by email to the superintendent.

**Feb. 27:** Site Council /LCAP Members assigned priorities to report on 4-24-14

**March 24:** Site Council/LCAP Committee members reported on their area of priority.

**April 24:** Site Council/LCAP Comm. continued to report. (continue on 2nd column)

- **May 29th:** Draft LCAP reviewed by the Site Council/LCAP Committee. Minutes from this meeting, with written questions and answers, will be posted on the district website in June, 2014.
- **June 11:** Board Meeting: LCAP Public Hearing; LCFF Public Hearing
- **June 24:** Board Meeting: LCAP approval and Budget Approval

### Results from April 24 Site Council Meeting/LCAP, Staff Meetings and Monday Message responses:

#### Student Progress:

- 1) Continue the Learning Lab placement for non-proficient students.
- 2) Continue Homework Club

#### School Climate:

Continue activities during lunch recess

Continue Second Step

Continue Puberty, Anatomy, and Sexual Harassment classes for 4th and 5th grade

#### Facilities:

#### Results from the May 29th LCAP Committee Meeting-Final LCAP draft review

Continue the maintenance of facilities and glad for recent new buildings and new construction coming this June, 2014.

Minutes from this meeting, with written questions and answers, will be posted on the district website in June.

**Section 2: Goals and Progress Indicators:** *For school districts, Education Code sections [52060](#) and [52061](#), for county offices of education, Education Code sections [52066](#) and [52067](#), and for charter schools, Education Code section [47606.5](#) require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

**Guiding Questions:**

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

Identified Need and Metric	Goals			What will be different/improved for students?			Related State and Local Priorities - each goal may be linked to more than one priority
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Students need a comprehensive, enriched, and engaging curriculum to prepare them for life.</p> <p><b>Metric:</b> Student performance on state tests and local assessments</p> <p><b>Baseline Student achievement trends in ELA and Math have increased (overall) for the last 11 years. State Tests: 2013 results: 81%</b> of all Gravenstein School students tested scored proficient or advanced in ELA and <b>82%</b> proficient or advanced in Math. Gravenstein First Students are outside of the age for testing.</p> <p><b>District benchmarks:</b> increase by 2 per. pts. yearly</p> <p><b>PE testing:</b> 2014 5th grade results—overall average percent in the healthy fitness zone (HFZ) is 76.2%. The weakest area is Upper Body Strength -50% in HFZ. The best area was abdominal strength at 95.5% in HFZ.</p> <p><b>Baseline:</b> In 2013-14 the district had (0) teacher misassignments</p> <p><b>Baseline:</b> In 2013-14 students had 100% course access to music, art, PE and library. API: N/A A-G: N/A CTE: N/A AP: N/A EAP: N/A</p>	<p><b>Goal #1: The district goal to increase the percentage (by 2 percentage points per year) of students performing at proficient for all subgroups.</b></p> <p><b>a.</b> Continue instructional programs supporting student learning <b>b.</b> Highly Qualified Teachers &amp; Leaders –hiring is a priority <b>c.</b> Small Class sizes (21 to 1 average- action taken by school board) <b>d.</b> district-wide programs for ELA and math intervention (Learning Labs) <b>e.</b> Staff Development of Common Core using existing adopted curriculum and exploring new adoptions. <b>f.</b> English learners in grades 3-8 who have been in the US school system for 4 or more years and who are scoring at or below Intermediate on the CELDT, will improve by one CELDT level for each year of the plan. <b>g.</b> 6% of all GUSD students will attain proficiency or better in mathematics by June 30, 2016. In addition, the district will continue to assist English Learners with math intervention strategies for struggling students, and all subgroups in Mathematics. <b>h.</b> Students will demonstrate appropriate competencies in utilizing technology to access knowledge, including grade level competencies in use of computers and applications to access knowledge- as per our technology plan.</p>	All	All	<p>Student performance on: <b>State tests</b> will increase by 2 percentage points per year.</p> <p><b>Local Assessments/ Benchmarks:</b> Students at benchmark will increase by 2 percentage points per year</p> <p><b>Fitness:</b> Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year.</p> <p>100% student access to classes with appropriately credentialed teachers will be maintained.</p>	<p>Student performance on: <b>State tests</b> will increase by 2 percentage points per year.</p> <p><b>Local Assessments/ Benchmarks:</b> Students at benchmark will increase by 2 points per year</p> <p><b>Fitness:</b> Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year.</p> <p>100% student access to classes with appropriately credentialed teachers will be maintained.</p>	<p>Student performance on: <b>State tests</b> will increase by 2 percentage points per year.</p> <p><b>Local Assessments/ Benchmarks:</b> Students at benchmark will increase by 2 points per year</p> <p><b>Fitness:</b> Number of students in the healthy fitness zone on all 6 measures will increase by 2 points per year.</p> <p>100% student access to classes with appropriately credentialed teachers will be maintained.</p>	<p><b>Priority 1:</b> Basic Services- a. Student aligned curriculum b. facilities in good repair</p> <p><b>Priority 2:</b> Implementation of State Standards</p> <p><b>Priority 7:</b> Course Access- all students have access to grade level standard material and receive assistance if needed.</p> <p><b>Priority 4:</b> Student Achievement</p> <p><b>Priority 5:</b> Pupil Engagement</p> <p><b>Priority 6:</b> School Climate</p>

<p><b>Need::</b> Proficiency in Common Core (CC) Standards</p>	<p><b>Goal # 2: All teachers will continue their learning about common core and receive training in common core standards.</b></p>	All	All	By May 2015, teachers will report a 50% higher comfort level with teaching common core math than in May 2014	By May 2016, teachers will report a 50% higher comfort level with teaching English Language Arts common core	By May 2017, all teachers will report full implementation of common core ELA and Math	<p><b>Priority 1:</b> Basic Services Well-trained teachers</p>
<p><b>Metric:</b> District Survey: Each May (2014, 2015, 2016) All teachers will be surveyed to report their level of comfort with and needs to teach common core</p> <p><b>Baseline:</b> 100% of 2013-14 district teachers had access to CC professional development this year.</p>					AND 100% of teachers will have implemented the new Common Core Math materials adopted.		<p><b>Priority 2:</b> Implementation of State Common Core Standards</p>
<p><b>Need:</b> Students need to achieve proficiency in Common Core Standards</p> <p><b>Metric:</b> Adoption and implementation Common Core aligned materials lists</p> <p><b>Baseline:</b> There is a need for an adoption of common core aligned Math, Language Arts, and Science textbooks, as they are state approved.</p>	<p><b>Goal #3: Teachers will have high quality, common-core aligned instructional materials in Language Arts, Math, and Science in sufficient quantities for all students.</b></p>	All	All	By June 2015, the faculty and administration will have selected and the Board will have adopted common core aligned math materials for a full 2015-16 implementation	By November 2015, teachers will have received training to assist in full implementation of the new math adoption By June 2016, the adoption process for English language arts supplemental materials will be completed.	By May 2017, teachers will report a full implementation of the new common-core aligned Math and Language Arts instructional materials and will select Science materials for 2017-18 implementation	<p><b>Priority 1:</b> Basic: Instructional Materials</p> <p><b>Priority 2:</b> Implementation of State Standards</p>

<p><b>Need: Students need to</b> Achieve Proficiency in Common Core Standards</p> <p><b>Metric:</b> State Assessment</p> <p><b>Baseline:</b> In 2013, 81% of students tested scored proficient in ELA and 82% in Math.</p>	<p><b>Goal #4: All students will reach proficiency in common core standards in Math and Language Arts</b></p> <p>Annual Goal: at least 2% growth per year beginning in 2015.</p>	All	All	<p>In 2013, 81% of students tested scored proficient in ELA and 82% in Math. In 2015, there will be a 2% increase in proficiency on new State assessments (83% ELA and 84% Math).</p>	<p>In 2016, there will be a 2% increase in proficiency over 2015 on State assessments= 85% in ELA and 86% in Math</p>	<p>In 2017, there will be a 2% increase in proficiency over 2016 on State assessments= 87% in ELA and 88% in Math</p>	<p><b>Priority 2:</b> Implementation of State Standards</p> <p><b>Priority 4:</b> Pupil Achievement</p>
<p><b>Need:</b> English language Learner students need to achieve the same rigorous grade-level academic standards that are expected of all students.</p>	<p><b>Goal #5:</b> <b>ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.</b></p>	English Learners	English Learners	<p>5% annual increase in English Fluency as measured on the CELDT and 5% English Language Arts and Math proficiency as measured on State test scores.</p>	<p>5% annual increase in English Fluency as measured on the CELDT and 5% English Language Arts and Math proficiency as measured on State test scores.</p>	<p>5% annual increase in English Fluency as measured on the CELDT and 5% English Language Arts and Math proficiency as measured on State test scores.</p>	<p><b>Priority 2:</b> Implementation of State Standards</p>

<p><b>Metric:</b> CELDT, State Test Scores-done by hand</p> <p><b>Baseline:</b>  <b>CELDT Scores:</b> 2013                      55%meeting criteria Kinder                      75% meeting criteria 1st gr.                      80% meeting criteria 2nd gr.                      50% meeting criteria 3rd gr.                      84% meeting criteria 4th gr.                      100% meeting criteria 5th gr</p> <p><b>EL reclassification rate:</b> Our district goal is to increase our RFEP rate by 5% per year</p> <p>The current reclassification rate is 0%.</p> <p><b>State Test Scores 2013</b>                      70% of ELs were proficient in ELA and                      60% were proficient in Math</p>	<p><b>Annual Goal:</b> 5% annual growth in English Language Development as measured by the CELDT and 5% annual growth in Language arts and math proficiency as determined by State tests</p> <p>Since redesignation to Fully English Proficient (R-FEP) requires passing CELDT criteria and attaining proficiency in ELA and Math for 2 years on state tests, redesignation will take place at the beginning of 6th grade.</p>			<p>5% annual increase in English Fluency as measured on the CELDT and 5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Our district goal is to increase our RFEP rate by 5% per year</p>	<p>English Fluency as measured on the CELDT and assessments</p> <p>5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Our district goal is to increase our RFEP rate by 5% per year</p>	<p>English Fluency as measured on the CELDT and assessments</p> <p>5% English Language Arts and Math proficiency as measured on State test scores.</p> <p>Our district goal is to increase our RFEP rate by 5% per year</p>	<p><b>Priority 4:</b> Pupil Achievement</p>
<p><b>Need:</b> Struggling students need support to assist them in reaching proficiency in Common Core Language Arts and Math</p> <p><b>Metric:</b> In 2013, 81% of students scored proficient in ELA and 82% in Math.</p>	<p><b>Goal #6:</b>  <i>Appropriate academic (Learning Lab) support and social/emotional support (Second Step) will be given to students who are struggling academically and/or socially</i></p>	<p>All</p>	<p>All</p>	<p>Students will have access to the Learning Lab and Second Step lessons to assist them in academic progress and social/emotional health. This will help us achieve a 2% increase in proficiency and result in fewer students with disciplinary referrals.</p>	<p>Students identified as needing intervention will show at least a 2% in proficiency as measured by state tests and teacher reports.</p>	<p>Students identified as needing intervention will show at least a 2% in proficiency as measured by State tests and teacher reports</p>	<p><b>Priority 4:</b> Pupil Achievement  <b>Priority 8:</b> Other Student Outcomes  <b>Priority 6:</b> School Climate</p>

<p><b>Need:</b> School facilities will continue to be updated.  <b>Metric:</b> FIT survey will continue to indicate that all school facilities are clean and well maintained. All areas rated as "good"  <b>Baseline:</b> FIT survey currently indicates that all school facilities are clean and well maintained.</p>	<p><b>Goal # 7:</b>  <b>Facilities are safe, well-maintained, conducive to learning and include technology.</b></p>	<p>All</p>	<p>All</p>	<p>FIT survey will continue to indicate that all school facilities are clean and well maintained, with all areas rated as "good"</p>	<p>FIT survey will continue to indicate that all school facilities are clean and well maintained. with all areas rated as "good"</p>	<p>FIT survey will continue to indicate that all school facilities are clean and well maintained with all areas rated as "good"</p>	<p><b>Priority 1:</b>  Basic:  School  Facilities</p>
<p><b>Need:</b> Updating the wireless availability for technology on both campuses and purchasing 30 laptop computer for both campuses.  <b>Baseline:</b> Campus has a computer lab but no laptop computers. There is some wireless access but it is not reliable.  <b>Metric:</b> All classrooms on campus will have wireless capability</p>	<p><b>Goal # 8:</b>  <b>The updating of wireless availability and purchasing of the computers will be completed by September of 2014. The technology plan will be updated by August, 2014.</b></p>	<p>All</p>	<p>All</p>	<p>30 laptop computers will help students become ready for the Smarter Balanced testing and a needed skill for life.   All classrooms on campus will have wireless capability</p>	<p><b>To be maintained:</b> 30 laptop computers will help students become ready for the Smarter Balanced testing and a needed skill for life. All classrooms on campus will have wireless capability</p>	<p><b>To be maintained:</b> 30 laptop computers will help students become ready for the Smarter Balanced testing and a needed skill for life. All classrooms on campus will have wireless capability</p>	<p><b>Priority 1:</b>  Basic -  school  facilities</p>
<p><b>Need:</b> Students with attendance problems need to attend school regularly.  <b>Metric:</b> Attendance Reports  <b>Baseline:</b> In 2013-14 we had 13 habitual truants and a 95-96% attendance rate. Middle school drop out rate: N/A High school drop out rate: N/A  High school grad rate: N/A   Current Parent engagement 50%</p>	<p><b>Goal #9:</b>  <i>Students experiencing chronic absenteeism will be supported in attending school through individual conferencing or home visits to determine the need. This will include the need to go to their home school district if distance to school is the issue.</i></p>	<p>Low Income/  Foster Youth/  English Learners/  Low achieving or truant students</p>	<p>Low Income/  Foster Youth/  English Learners/  Low achieving or truant students</p>	<p>Attendance of truant students will improve by 10%   Goal attendance rate 95.5 %to 96.5%   100% Parent involvement/engagement</p>	<p>Attendance of truant students will improve by 15%   Goal attendance rate 96 %to 97%   100% Parent involvement/engagement</p>	<p>Attendance of truant students will improve by 20%   Goal attendance rate 96.5 %to 97.5%   100% Parent involvement/engagement</p>	<p><b>Priority 8:</b>  Other Pupil Outcomes  <b>Priority 3:</b>  Parent Involvement  <b>Priority 5:</b>  Pupil Engagement  <b>Priority 6:</b>  School Climate</p>

<p><b>Need:</b> Students need to feel safe and secure at school. School-wide social emotional learning (SEL) program (Second Step) will continue and be utilized.</p> <p><b>Metric:</b> reports of suspensions and expulsions</p> <p><b>Baseline:</b> In 2013-14 Gravenstein First, and Community Day School had (0) suspensions and (0) expulsions</p> <p>Utilize a local climate survey with students in 2014/15</p>	<p><b>Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not happening. This includes the use of Second Step lessons in all classrooms.</b></p>	<p>All</p>	<p>All</p>	<p>Maintain (0) expulsions and (0)suspensions</p> <p>Address concerns from the local climate survey</p>	<p>Maintain (0) expulsions and (0) suspensions</p> <p>Address concerns from the local climate survey</p>	<p>Maintain (0) expulsions and (0)suspensions</p> <p>Address concerns from the local climate survey</p>	<p><b>Priority 6:</b> School Climate</p> <p><b>Priority 8:</b> Other Pupil Outcomes</p>
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**Section 3: Actions, Services, and Expenditures**

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

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

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section [52052](#), to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?



- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section [52052](#), including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
  - 8) 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?
  - 9) 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?
  - 10) 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?
  - 11) 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 3 a: Actions/Services Provided to ALL Pupils: Description of the Base program expenditures can be found in the LEA's budget.

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

<b>Goal (Include and identify all goals from Section 2)</b>	<b>Related State and Local Priorities (from Section 2)</b>	<b>Actions and Services</b>	<b>Level of Service</b>	<b>Annual Update Review of actions / services</b>	<b>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</b>		
					<b>LCAP Year 1: 2014-15</b>	<b>Year 2: 2015-16</b>	<b>Year 3: 2016-17</b>
<p><b>Goal #1:</b> The district goal is to increase the percentage (by 2 percentage points per year) of students performing at proficient for all subgroups.</p>	<p><b>Priority 1:</b> Basic</p> <p><b>Priority 2:</b> Implementation of State Standards</p> <p><b>Priority 5:</b> Pupil Engagement</p> <p><b>Priority 6:</b> School Climate</p> <p><b>Priority 7:</b> Course Access</p> <p><b>Priority 4:</b> Pupil Achievement</p>	<p><b>Actions and Services:</b> 180 day school year will continue.</p> <p>All teachers, administrators, and instructional teacher assistants are highly qualified</p> <p>Maintain K-3 Class Size Reduction to an average of 21 students per class</p> <p>Computer labs have new or relatively new computers. We have a new IT person and the curriculum is relevant and integrated.</p> <p>PE will continue to be taught 100 minutes per week (grades 1-6) and 220 minutes per week grades 7-8.</p> <p>A credentialed Music teacher teaches Music/Band and art is taught by Artists in Residence</p> <p>We maintain a full day GATE program and a pull-out GATE program.</p>	<p><b>All pupils</b></p>		<p>Faculty, Staff, and administrators: \$235,731.00- includes salary and benefits for all employees + step/column but does not include Gravenstein Elem. or Hillcrest Middle</p> <p><b>LCFF will also cover:</b> IT Services CSR Computer Lab Nursing services Special Ed Encroachment GATE Services Music Spanish</p> <p>These programs and services amount to approximately \$36,359.00</p> <p>District only- which includes Gravenstein First and Community Day School</p>	<p>Faculty, Staff, and administrators: \$242,803.00- includes salary and benefits for all employees + step/column but does not include Gravenstein Elem. or Hillcrest Middle</p> <p><b>LCFF will also cover:</b> IT Services CSR Computer Lab Nurse Special Ed Encroachment GATE Services Music Spanish</p> <p>These programs and services amount to approximately \$37,450,00</p> <p>District only-which includes Gravenstein First and Community Day School</p>	<p>Faculty, Staff, and administrators: \$250,087.00 - includes salary and benefits for all employees + step/column but does not include Gravenstein Elem. or Hillcrest Middle</p> <p><b>LCFF will also cover:</b> IT Services CSR Computer Lab Nurse Special Ed Encroachment GATE Services Music Spanish</p> <p>These programs and services amount to approximately \$38,573.00</p> <p>District only- which includes Gravenstein First and Community Day School</p>

<p><b>Goal # 2:</b> <i>All teachers and instructional support staff will continue their learning about common core and receive training in common core standards.</i></p>	<p><b>Priority 1:</b> <b>Basic Services:</b> Well-trained, fully credentialed, highly qualified teachers</p> <p><b>Priority 2:</b> Implementation of State Standards</p>	<p><b>Services:</b> All teachers are fully credentialed and highly qualified to teach elementary school. All also have EL authorization. Special Ed teachers have appropriate credentials including autism authorization. Students/classes are supported by highly qualified Teacher Assistants.</p> <p>Administrators are highly qualified and provide leadership to the educational program.</p> <p><b>Actions:</b> Ensure professional development is high quality and assists teachers in full implementation of Common Core State Standards.</p>	All pupils		<p><b>Common Core Training in ELA and Math</b></p> <p>Teachers attend SCOE trainings and district-wide trainings and share information with the staff.</p> <p><b>Funding:</b> \$10,000 Common Core Funds and LCFF</p>	<p><b>Common Core Training in ELA and Math</b></p> <p>Teachers attend SCOE trainings and district-wide trainings and share information with the staff.</p> <p><b>Math:</b> Implementation support and training for new math adoption</p> <p><b>Science:</b> familiarization with new Common Core Science Standards</p> <p><b>Funding:</b> \$10,000 LCFF</p>	<p>Implementation training for new textbooks</p> <p>Adoption process for 2017-18 implementation of Science</p> <p><b>Funding:</b> \$10,000 LCFF for training</p>
<p><b>Goal #3:</b> <i>Teachers will have high quality, common-core aligned instructional materials in Language Arts, Math, and Science in sufficient quantities for all students.</i></p>	<p><b>Priority 1:</b> Basic Services: Instructional Materials</p>	<p><b>Actions:</b> Research available programs. Purchase and implement an adequate supply of high quality, standards- aligned instructional materials</p>	All Pupils		<p>Following Math pilot undergo an adoption process to determine appropriate common-core aligned math materials</p> <p><b>Funding:</b> \$25,000 Common Core and LCFF for textbooks and training</p>	<p>Adoption of language arts textbooks for a 2016-17 implementation</p> <p><b>Funding:</b> \$25,000 Common Core and LCFF for textbooks and training</p>	<p>Science Textbook Adoption for a 2017-18 implementation</p> <p><b>Funding</b> LCFF funding \$25,000 for textbooks</p>
<p><b>Goal #4:</b> <i>All students will reach proficiency in common core standards in Math and Language Arts</i></p> <p><b>Annual Growth:</b> at least 2% growth per year beginning in 2015.</p>	<p><b>Priority 4:</b> Student Achievement</p> <p><b>Priority 7:</b> Course Access</p>	<p>Intensive support for eligible students with disabilities</p> <p>Various placements and services per IEPs</p>	All pupils including Special Education students		<p>\$114,974.00 Special Ed Funds + \$5,000 LCFF</p>	<p>\$118,423.00 Special Ed Funds + \$5,000 LCFF</p>	<p>\$121,976.00 Special Ed Funds + \$5,000 LCFF</p>

<p><b>Goal #6: <i>Appropriate academic and social/emotional support will be given to students who are struggling academically and/or socially</i></b></p>	<p><b>Priority 4:</b> Pupil Achievement <b>Priority 8:</b> Other Pupil Outcomes <b>Priority 6:</b> School Climate</p>	<p>Actions and Services: Continue Second Step lessons (SEL program) and training  Contact with a Behaviorist when needed.</p>	<p>All pupils</p>		<p>\$4,730 LCFF Supplemental</p>	<p>\$4,730 LCFF Supplemental</p>	<p>\$4,730 LCFF Supplemental</p>
<p><b>Goal # 7: <i>Facilities are safe, well-maintained and conducive to learning and include technology.</i></b></p>	<p><b>Priority 1:</b> Basic: School Facilities</p>	<p><b>Services:</b> Facilities and educational and instructional technology remains clean and in good working order</p>	<p>All Pupils</p>		<p>Facilities are safe, well-maintained and conducive to learning. Classrooms have integrated instructional technology. Both campuses have play fields and playgrounds. Gravenstein has a running track. <b>Staff:</b> Lead Maintenance and Operations and 2 custodians <b>Funding:</b> LCFF \$40,186.00</p>	<p>Maintain continued good conditions  <b>Staff:</b> Lead Maintenance and Operations and 2 custodians  <b>Funding:</b> LCFF \$41,392.00</p>	<p>Maintain continued good conditions  <b>Staff:</b> Lead Maintenance and Operations and 2 custodians  <b>Funding:</b> LCFF \$42,633.00</p>

<p><b>Goal #8:</b> <i>The updating of wireless availability and purchasing of the computers will be completed by September of 2014. The technology plan will be updated by August, 2014.</i></p>	<p><b>Priority 1:</b> Basic</p>	<p><b>Actions:</b> Updating/Increasing Wireless Capability and purchase 30 laptop computers per school campus.</p>	<p>All pupils</p>	<p>Implement 2014-15 Updating/Increasing Wireless Capability and purchase 30 laptop computers per school campus.</p> <p>\$3,141 Common Core and LCFF Funding</p>	<p>Implement \$3,141 LCFF – if not fully completed</p>	<p>Continue implementation \$10,000 LCFF</p>
<p><b>Goal #10:</b> <i>All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not taking place.</i></p>	<p><b>Priority 6:</b> School Climate</p>	<p><b>Actions:</b> 1. Continue K-8 Implementation of <b>Second Step</b> in all classrooms and, additionally, <b>Too Good for Drugs</b> in the 5th grade classrooms, and sexual harassment, puberty, and anatomy classes for grades 4 and 5..</p> <p><b>Services:</b> Utilization of the teachers, principal, psychologist, speech therapist (lunch bunch – to learn appropriate social speech) and contracted behaviorist when needed.</p>	<p>All pupils</p>	<p>Research any additional appropriate programs</p> <p>Implementation \$ 1,691 LCFF</p> <p>Speech Therapist Behaviorist Psychologist Second Step Materials</p> <p>The funding source of \$39,000.00 for Direct Services is no longer given to the districts from SCOE beginning 2014-15. All funding will need to come from LCFF.</p>	<p>Implementation \$ 1,691 LCFF</p> <p>Speech Therapist Behaviorist Psychologist Second Step Material</p> <p>The funding source of \$39,000.00 for Direct Services is no longer given to the districts from SCOE beginning 2014-15. All funding will need to come from LCFF.</p>	<p>Continue implementation \$1,691 LCFF Speech Therapist Behaviorist Psychologist Second Step Materials</p> <p>The funding source of \$39,000.00 for Direct Services is no longer given to the districts from SCOE beginning 2014-15. All funding will need to come from LCFF.</p>

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

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

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update Review of actions /	What actions are performed or services provided in each year? What are the anticipated expenditures for each action?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal #5:</b> ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.</p>	<p><b>Priority 4:</b> Pupil Achievement</p> <p><b>Priority 5:</b> Pupil Engagement</p> <p><b>Priority 8:</b> Other Student Outcomes: Homework completion, English Fluency</p>	<p><b>Services:</b></p> <p>1.) Curricular Support: In addition, highly trained teachers and assistants provide extra support in the Learning Lab if needed.</p> <p>2.) Monitor Support: Students who have achieved English fluency continued to be progress monitored to ensure school success.</p>	EL Students		<p>Both campuses have highly qualified teaching assistants who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre-teaching, re-teaching, and tutoring.</p> <p>LCFF Supplemental and Title III: \$5,000</p>	<p>Both campuses have highly qualified teaching assistants who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre-teaching, re-teaching, and tutoring.</p> <p>LCFF Supplemental and Title III: \$6,000</p>	<p>Both campuses have highly qualified teaching assistants who coordinate with teachers to offer support for English acquisition and access to the core curriculum that includes pre-teaching, re-teaching, and tutoring.</p> <p>LCFF Supplemental and Title III: \$7,000</p>

**Actions/Services Provided to Subgroups: Low-Income Pupils and Foster Youth**

Goal	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal #4:</b> <i>All students will reach proficiency in common core standards in Math and Language Arts</i></p> <p>Annual Growth: at least 2 percentage points</p>	<p><b>Priority 4:</b> Pupil Achievement</p>	<p><b>Services:</b> Teaching assistants and Learning Lab teachers support non-proficient students for each grade level K-8 These services support struggling readers in a pull out to offer pre/re-teaching, Intervention program and other assistance</p>	(non-proficient) pupils		<p>Support Services: Proficiency Based Grouping in Math and Language Arts K-8</p> <p>Intervention program for grades 4-8 and pull out for grades 1-3</p> <p>\$4,730 LCFF Supplemental</p>	<p>Support Services: Proficiency Based Grouping in Math and Language Arts K-8</p> <p>Intervention program for grades 4-8 and pull out for grades 1-3</p> <p>\$4,730 LCFF Supplemental</p>	<p>Support Services: Proficiency Based Grouping in Math and Language Arts K-8</p> <p>Intervention program for grades 4-8 and pull out for grades 1-3</p> <p>\$4,730 LCFF Supplemental</p>
<p><b>Goal #9:</b> Students experiencing chronic absenteeism will be supported in attending school through individual and family conferences. This may include a recommendation to return to the child's home school if distance from school is a reason for the absenteeism.</p>	<p><b>Priority 3:</b> Parent Involvement</p> <p><b>Priority 5:</b> Pupil Engagement</p> <p><b>Priority 6:</b> School Climate</p>	Provide School Lunch	Low Income and Foster Youth students		\$46 LCFF for school lunch cost encroachment for Free and Reduced Lunches served at Gravenstein First.	\$92 LCFF for school lunch cost encroachment for Free and Reduced Lunches served at Gravenstein First.	\$92 LCFF for school lunch cost encroachment for Free and Reduced Lunches served at Gravenstein First.
<p><b>Goal #9 and 10:</b> Providing transportation service for foster youth because of a placement outside of the district by child welfare.</p>	<p><b>Priority 3:</b> Parent Involvement</p> <p><b>Priority 8:</b> Other Pupil Outcomes</p> <p><b>Priority 6:</b> School Climate</p>	Provide Transportation services	Low Income and Foster Youth students		Will budget as necessary.	Will budget as necessary.	Will budget as necessary.

3C. 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.)

Gravenstein's percent of unduplicated students is 28.5%. Gravenstein District LCFF is scheduled to receive a total of \$4,730.00 in Supplemental funding for the identified student population. We do not receive any Concentration grant funding. With these funds, we will be providing academic support and intervention, subsidized transportation and school lunches to our unduplicated students.

3D. 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 Minimum Proportionality Percentage (MPP) is 0.66%. Gravenstein District has achieved this percentage in increased services to our unduplicated students by providing additional certificated and classified staff to deliver academic intervention services. When compared to the cost of staff provided for all students this increase is .85%, above the required .66%.

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