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

Introduction:

LEA: Guerneville Elementary School District   **Contact (Name, Title, Email, Phone Number):** Elaine Carlson, Superintendent/Principal ,
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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)*

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
October- November Inform & Educate (Information was shared at the October & November Board meetings.)	
December-January • At the December 9, 2014 Board meeting the Safe Schools Plan was adopted. It was also reported that our LCAP team was formalized and members named to include teachers, administration, a trustee, a parent, the Business Manager, as well as a representative from the Classified employees. • In a school newsletter, the LCAP was highlighted and parents were encouraged to attend a variety of discussions so that they could participate in and give feedback through a survey. • The LCAP team met for the first time on January 8, 2014 to outline their goals, set a timeline to meet the June 30, 2014 deadline, and familiarize themselves with the state priorities.	• Board members and others were in attendance, as well as three LCAP team members who gave an overview of the LCAP process. • Meetings were held and some patterns emerged from our stakeholder groups.

Involvement Process	Impact on LCAP
February • At the Board meeting on February 3rd an LCAP team member reported updates and future planning.	• At the February Board meeting, Board members were surveyed. Information and suggestions were gathered. Members felt the best thing about Guerneville School was its teachers. They also felt an area needing to be addressed was parent participation in the classroom. While parent participation was welcomed in grades K-2 it was not in grades 3-8.
• The SARC was updated in February and presented at the February 3, 2014 Board meeting for adoption. • On February 5, 2014 a Community Meeting was held and a survey was administered.	• The SARC report showed that Guerneville School has highly qualified teachers. Suspension and expulsion rates were defined in the report and the condition of the facilities was found to be adequate. • A small but significant number of community members and business owners attended, answered survey questions, and participated in a meaningful discussion. The community recognized the family feel of Guerneville School, the positive teacher/student relationships, and the need for increased parent and community communications. They also acknowledged that students need more preparation for the "social" aspects of a larger high school environment.
• At the Site Council meeting, a survey was presented and Site members were asked to give suggestions, opinions and concerns about Guerneville School. Members were asked to name what they believe our focus should be in the next five years. • At the February 11th Faculty Meeting, the staff completed their LCAP survey. Also, staff were given student LCAP surveys for administration to their individual classes, with a deadline of February 21, 2014.	• School Site Council noted the need for additional English Language Learner support, PE across all grades, and additional enrichment programs. They credited Guerneville School with a rigorous curriculum, an excellent after-school program, and a very caring environment. • The staff expressed a need for increased English Language Development, more After-School program slots, training for parent classroom volunteers, and more current curriculum in English Language Arts and Math that aligns with Common Core State Standards. The staff further recommended that facilities be better maintained, repaired, and updated.
• On the evening of February 11th, members of the LCAP team attended the Friends of Guerneville School (FOGS) meeting and many suggestions and ideas were shared. • On February 18th members of the LCAP team attended the English Learner Advisory Council (ELAC) meeting to solicit information. A translator was present. • By February 21, 2014 student surveys were administered to all classes K-8.	• FOGS recognized the need for more slots in the After- School Program, more sports, and improved communication (including website). They also identified curriculum, GATE, technology, science, nurse/counselor, and more collaboration with the high school as areas needing improvement. • Members of ELAC felt the Guerneville School facilities needed improvements in the areas of landscaping, maintenance, outdoor lighting, and bathrooms (updating and repairs). As representatives of bilingual families they also expressed a need for help in learning the school system and ways to better navigate the school environment and participate in the school community.

Involvement Process	Impact on LCAP
• On February 28th, the Classified employees met to take their survey.	• Students reported that they like their teachers and their school. They wanted their bathrooms and water fountains updated and repaired and felt the school grounds needed to be cleaner. Students also expressed the desire for more enrichment programs.
• A letter was sent to 50 Guerneville School alumni presently in attendance at El Molino High School. This letter included a survey, a stamped self-addressed envelope and cover letter asking for input about their experience at Guerneville School.	• Classified employees expressed a need for new curriculum in English Language Arts and math that is aligned with Common Core State Standards and expansion of the After-School program. They believe the school also needs to address truancy and absenteeism, improve communication with parents, and update the bathrooms. • Approximately 50% of the alumni returned their surveys. Those who responded said they felt well prepared in all academic areas but wished they had more PE, enrichment, and health and social well-being preparation.
March • On March 4, 2014, the LCAP team met and organized all the information gathered from the various stakeholder groups, along with data from: School Wellness Policy, School Accountability Report Card, Single Plan for Student Achievement, California Healthy Kids Survey and the School Safety Plan. • The first draft of the LCAP was written on March 24, 2014 and presented to the team to edit at a meeting on March 27, 2014. • An initial budget analysis was begun on Wednesday, March 26, 2014 to guide usage of funds.	The LCAP team reviewed all 350 stakeholders responses and patterns began to emerge that highlighted both strengths and areas for improvement. Areas of need and/or improvement include: 1. additional classes in arts, science and PE 2. the general condition of the facilities 3. a plan for consistent parent and community communication 4. updated curriculum aligned with CCSS 5. staff development 6. increased programs that would motivate and engage students Areas of strength include: 1. the teaching staff 2. rigorous instruction and standards * Excitement grew as we began to see clearly the areas we could improve Guerneville School for our students and families. We recognized that creating opportunities for feedback was a valuable experience. *SPSA goals are aligned with LCAP goals as recognized through stakeholder feedback.
April • The School Board received a draft template of the LCAP at their regularly	Suggestions were listened to and the LCAP was adjusted as needed.

Involvement Process	Impact on LCAP
scheduled Board meeting April 14, 2014 and the LCAP team received feedback. • The Single Plan for Student Achievement was adopted on April 14, 2014, keeping the goals that were outlined in this document and confirmed through the LCAP process.	It was noted our SPSA goals aligned themselves nicely with LCAP concerns.
May • On May 1, 2014, SITE Council received a draft and was asked for input. • The draft LCAP was placed on the website and posted in the school office in May and stakeholder comments and feedback was encouraged. • On May 28, 2014 ELAC/BAC received a draft LCAP and once again were asked to talk about what they thought was important or what they felt should be added or changed. A translator was provided. • Another newsletter and parent/community letter was sent home to inform stakeholders that the draft was available to review and further input was encouraged. • A public hearing was held on May 12, 2014, as part of the regularly scheduled Board meeting, which included a report on what had happened to date. • A LCAP draft was placed in the Local Newspaper, the Russian River Gazette. • The LCAP along with the budget was available in the school office from June 3- 9. • Throughout the process, the LCAP was updated and reviewed by the team after suggestions, and reposted on the website.	Suggestions were listened to at Site Council and the LCAP was adjusted as needed. All questions and suggestions were noted and responded to in writing in the minutes. The minutes were distributed to the members when completed. Suggestions were listened to at the BAC/ELAC meeting and the LCAP was adjusted as needed. All questions and suggestions were noted and responded to in writing in the minutes. The minutes were distributed to the members when completed.
June • A public hearing was held on June 9, 2014, which included comments on both the LCAP and the 2014/2015 budget. This meeting was advertised in English and Spanish through fliers, a school newsletter, and visible posters around the school. • On June 23, 2014 another Public Hearing was held for both the LCAP and 2014/2015 Budget. This meetign was advertised in English and Spanish and placed in the local newspaper. • On June 30, 2014 the LCAP, along with the budget was adopted by the Guerneville School Board of Trustees.	Suggestions were listened to and the LCAP/and or budget was adjusted as needed Hooray! The LCAP team was recognized for their hard work.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
Academic Excellence: All students need access to high quality curriculum aligned to CCSS; grade level summative assessments; surveys METRIC: 65.3% of students were at or above proficient inMath.and 70.9% were at or above proficient in English. Our CELDT scores show that 22% in 3rd grade and 33 % in 4th grade are still at Early Intermediate. Our STAR scores , from student in all areas steadily increased over the past three years. METRIC: Classroom benchmarks and student assessments show growth as students move through the grade levels. Retention rate is less than .001 %. Benchmarks necessary for 7th /8th	1. Achieve proficiency in CCSS. 2. Students are excited and engaged in their learning.	all	district wide	1. this applies to all students however we do not test K-2nd	70% of students attaining grade level standards in Math, 75% in English Goal for CELDT scores: 25% in 3rd grade and 35% in 4th grade move towards Early Advanced. fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards maintain high middle school promotion rate, continue to work on Summer Intervention Program in cooperation with High School District	75% of students attaining grade level standards inMath , 80% in English Goal for CELDT scores: 30% in 3rd grade and 40% in 4th grade move towards Early Advanced. fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards maintain high middle school promotion rate, continue to work on Summer Intervention Program in cooperation with High School District. research	80% of students attaining grade level standards in Math and 85% in English Goal for CELDT scores: 35% in 3rd grade and 45% in 4th grade move towards Early Advanced. fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards maintain high middle school promotion rate, continue to work on Summer Intervention Program in cooperation with High School District. research the possibility of a	Conditions of Learning: 2, 7, Engagement: 5 Pupil Outcomes : 4,6,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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grade to meet promotion requirements are included in all four Core subjects. Middle School Promotion rate to High School is 99% Last year however, although we made growth, we did not make enough growth. We need to make sure all of our students are showing significant growth in statewide assessments, formative, interim and summative METRIC: 95% implemented Common Core Standards and ELD standards -all teachers across the curriculum teaching to the CCSS and ELD standards METRIC: The SARC for 12/13 shows our Suspension 4.3% and our Expulsion Rate at .4% . METRIC: All students have full access to					maintain this low rate for suspensions/expulsions All students have full access to a full range of courses including a full PE program 20% of our 5th graders and 45% of our 7th graders meet 6 of the 6 standards in the Healthy Fitness Zone Continue with 0 (zero) teachers in misassignments Move to 20% in CELDT scores to English proficiency. Continue with the Williams Reports showing no complaints.	the possibility of a shared Community Day School maintain this low rate for suspensions and expulsions All students have full access to a full range of courses including a foreign language and visual and preforming arts, as well as a full PE program 25% of our 5th graders and 50% of our 7th graders meet 6 of the 6 standards in the Healthy Fitness Zone Continue with 0 (zero) teachers in misassignments Move to 25% in CELDT scores to	shared Community Day School maintain this low rate for suspensions and expulsions All students have full access to a full range of courses 30% of our 5th graders and 60% of our 7th graders meet 6 of the 6 standards in the Healthy Fitness Zone Continue with 0 (zero) teachers in misassignments Move to 30% in CELDT scores to English proficiency. Continue with the Williams Reports showing no complaints.	

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
core courses of Math, Science, History and English/Language Arts, also including art, music, and library Metric: Our 12/13 SARC shows 13.3% of our 5th graders and 37.9% of our 7th grades meet 6 of the 6 standards in the Healthy Fitness Zone Also the 12/13 SARC shows 0(zero) teachers in misassignments Our CELDT scores continue to move students towards proficiency. We noted 9 out of 60 moved to reclassified English proficient. This is 15%. Our quarterly Williams Reports show no complaints for the past 10 years.						English proficiency. Continue with the Williams Reports showing no complaints.		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
API: N/A A-G: N/A CTE: N/A AP:N/A EAP: N/A								
Parent Engagement: Communication with parents needs to be frequent, consistent, meaningful, accessible, and meets parents' needs. Encourage parent participation. METRIC: 50% of parents responded to parent survey that they were involved in their student's education and we received 100 returned parent surveys sent out by Site Council Parent survey, site council survey, parent information night feedback. Through the surveys as well as parent responses	Increase parent involvement, increase school to parent communication-should include: website, newsletters, flier, robo calls, invitations to parent activities that help parents navigate the school system.	all	district-wide		50% return plus percent of positive feedback each year 60% of parents responded to parent survey that they were involved in their student's education.	60% return plus an increase in positive feedback each year 70% of parents responded to parent survey that they were involved in their student's education.	70% return with an increase in positive feedback 80% of parents responded to parent survey that they were involved in their student's education.	Engagement: 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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throughout the year in formal and informal settings we hear we need to reach out more								
Bridge to High School: Students need programs, curriculum, opportunities to be successful in high school, surveys and interviews of high school alumni.

METRIC: 95% of Guerneville students graduate from high school

We will interview high school students for their opinions after two years of high school and we will communicate with the high schools about the success of our students
METRIC: fully implemented Common Core Standards and ELD standards -all | Prepare students for academic, social and emotional challenges of high school. | all | district-wide | | fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards increase homework requirements for 8th graders to better match work load in high school

add possible service requirement for Promotion to High School (could add incentives to have students | help maintain high graduation rate fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards

increase homework requirements for 8th graders to better match work load in high school

add possible service requirement for Promotion to High School | help maintain high gradation rate

fully implemented Common Core Standards and ELD standards - all teachers across the curriculum teaching to the CCSS and ELD standards

increase homework requirements for 8th graders to better match work load in high school

add possible service requirement for Promotion to High | Conditions of Learning: 2, 7, Engagement: 5 Pupil Outcomes : 4,6,8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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teachers across the curriculum teaching to the CCSS and ELD standards					participate in service requirement) help maintain high graduation rate	(could add incentives to have students participate in service requirement)	School (could add incentives to have students participate in service requirement)	
Safe and Positive Learning Environment: We need our students to have a campus which includes classrooms and playgrounds that are safe, clean, maintained, monthly METRIC:California Healthy Kids Survey shows that 88% of students feel safe at school. Our attendance rate is 93.24%. One student from our K-8 ADA was sent the third truancy letter. FIT reports shows 4 areas not adequate. METRIC: Our Williams	Create a safe and secure campus. The classrooms, playgrounds-structures and landscaping will add to the overall pride and excellence in learning.	all	district-wide		California Healthy Kids Survey shows that 90% of students feel safe at school. Williams Report and Teacher Misassignments - maintain high standards FIT reports shows 2 areas not adequate. Increase attendance rate to 95% maintain this low rate for suspensions/expulsions	California Healthy Kids Survey shows that 95% of students feel safe at school. Williams Report and Teacher Misassignments - maintain high standards FIT reports shows 1 areas not adequate. Increase attendance rate to 96% maintain this low rate for suspensions/expulsions	California Healthy Kids Survey shows that 100% of students feel safe at school. Williams Report and Teacher Misassignments - maintain high standards FIT reports shows all areas of the school are safe and well-maintained Increase attendance rate to 97% maintain this low rate for	Conditions of Learning: 1, 7 Engagement: 5 Pupil Outcomes: 4,6,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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quarterly reports show no complaints

METRIC: The SARC for 12/13 shows our Suspension 4.3% and our Expulsion Rate at .4% .

FIT report, SARC, student surveys, CA Healthy Kids Survey gave us valuable information about safety requiements for our student. Our RESIG inspections show us where we need to upgrade our school grounds, and the monthly custodial inspections.. We also hear on surveys what our students and parents need for cleanliness and safety on the campus. We have data on the healthy needs of students and how it enriches their education. | | | | | maintain low rate of sending 3rd Truancy letter - go for NONE!

Continue with the Williams Reports showing no complaints. | maintain low rate of sending 3rd Truancy letter - go for NONE!

Continue with the Williams Reports showing no complaints. | suspensions/expulsions maintain low rate of sending 3rd Truancy letter - go for NONE!

Continue with the Williams Reports showing no complaints. | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
MS Drop Out: N/A HS Drop Out: N/A HS Grad: N/A								

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
1. Achieve proficiency in CCSS. 2. Students are excited and engaged in their learning.	Conditions of Learning: 2, 7, Engagement: 5 Pupil Outcomes: 4,6,8	+provide IA's in classroom +offer Reading Support + assign highly qualified teachers in classrooms and support services +provide Technology Support +purchase New CCSS aligned Curriculum +provide Enrichment K-8 +explore Expanded School day +continue After-School Program +provide PE/Health classes K-8 +Reduce absenteeism/truancy +Increase District assessment benchmarks			1 IA in each K-5 classroom, 1 IA in Middle School: add amount allocated from LCFF Title 1 funds (@$90, 000) 2000-2999: Classified Personnel Salaries Other IA in Primary Learning Center (@$10, 000), and 5th -8th RSP (@$13, 000), Schools of Hope 2000-2999: Classified Personnel Salaries Other Step and column (15 teachers @ $1.3 million) 1000-1999: Certificated Personnel Salaries Base Technology plan including purchasing/ maintenance/staff development (@$10, 000) 0000: Unrestricted Base Pilot ELA and math CCSS curriculum/ Staff Development (no cost)	Staff Development for IA's (no cost) New Reading Curriculum (@$100,000) 4000-4999: Books And Supplies Base Step and column (15 teachers - @ $1.5 million) 1000-1999: Certificated Personnel Salaries Base Staff development/ Equipment/ Maintenance (@$20, 000) 5000-5999: Services And Other Operating Expenditures Base Continue pilot/ Staff Development (Common Core Funds) 7000-7439: Other Outgo Other	Include Middle School, continue Staff Development (Title I funds) 2000-2999: Classified Personnel Salaries Other Hire Reading Specialist (@$70, 000) 1000-1999: Certificated Personnel Salaries Supplemental Step and column (15 teachers @ $ 1.7 million) 1000-1999: Certificated Personnel Salaries Base Staff development Equipment/ Maintenance - Technology Plan in place (@$30, 000) 0000: Unrestricted Base Purchase curriculum if available (@$20, 000) 4000-4999: Books And Supplies Base

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		2. +provide IA's in classroom +offer Reading Support + assign highly qualified teachers in classrooms and support services +provide Technology Support +purchase New CCSS aligned Curriculum +provide Enrichment K-8 +explore Expanded School day +continue After-School Program +provide PE/Health classes K-8 +Reduce absenteeism/truancy +Increase District assessment benchmarks				Garden, music, ballet folklorico, zumba, art, band (money from FOGS and grants) 7000-7439: Other Outgo Other After-school Tutoring K - 8th up to twice a week (@$15, 000) Increase participation of Middle School students in After-School program following Homework Club (through ASES Grant) 7000-7439: Other Outgo Other	Increase time for current programs, add additional programs (Cost as necessary) 0000: Unrestricted Supplemental Tutoring K-8th up to three times a week (Grants, ASES) 0000: Unrestricted Other	Increase time for current programs, add additional programs (funds as necessary) 0000: Unrestricted Base Tutoring K-8th up to four times a week (ASES, Grants) 7000-7439: Other Outgo Supplemental 1.0 PE teacher plus Active Recess (@$80, 000) Parent info night four times a year (no cost) 1000-1999: Certificated Personnel Salaries Base
					.6 PE teacher (@$70, 000) plus Active Recess Grant 1000-1999: Certificated Personnel Salaries Base	.8 PE teacher plus Active Recess (@$75, 000) 1000-1999: Certificated Personnel Salaries Base Parent info night three times a year (no cost)	

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		3. +provide IA's in classroom +offer Reading Support + assign highly qualified teachers in classrooms and support services +provide Technology Support +purchase New CCSS aligned Curriculum +provide Enrichment K-8 +explore Expanded School day +continue After-School Program +provide PE/Health classes K-8 +Reduce absenteeism/truancy +Increase District assessment benchmarks						
		Ensure students with disabilities are supported in attaining grade level standards 2. Ensure students with disabilities are supported in attaining grade level standards 3. Ensure students with disabilities are supported in attaining grade level standards			Reward program for attendance/Robo call/parent information nights two times a year (no cost, however Robo call $500) 0000: Unrestricted Base	Reward program for attendance/Robo call/parent information nights two times a year (no cost - Robo Call....) 0000: Unrestricted Base	Reward program for attendance/Robo call/parent information nights two times a yea(no cost..Robo call..) 0000: Unrestricted Base

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
					Pilot Smarter Balanced Test/Deliberate observations of practice tests in tech lab/Technology in classroom to support testing practice (no cost) 0000: Unrestricted Supplemental	Pilot Smarter Balanced Test/Deliberate observations of practice tests in tech lab/Technology in classroom to support testing practice (no cost) 0000: Unrestricted Supplemental	Pilot Smarter Balanced Test/Deliberate observations of practice tests in tech lab/Technology in classroom to support testing practice 0000: Unrestricted Supplemental
Increase parent involvement, increase school to parent communication-should include: website, newsletters, flier, robo calls, invitations to parent activities that help parents navigate the school system.	Engageme nt: 3	+Increase parent communication and engagement 2. +Increase parent communication and engagement 3. +Increase parent communication and engagement			Newsletters done once a month, volunteering in the classroom, parent information nights to help support education at home, etc. Robo calls/Website updated bi- monthly Continue community events - Ballet folklorico, Open House, Winter and Spring concerts, Back-to-School, etc. Support volunteer program - (no cost but for Robo call $500) 0000: Unrestricted Base	Parent information: volunteering in the classroom, attendance, support education at home, etc. (no cost) Technology classes for all parent (support SRJC)	Parent meeting(no cost)
		+provide English classes 2. +provide English classes 3. +provide English classes			support SRJC for adult English classes (no cost)	support SRJC with Adult English Classes	support SRJC in Adult English Classes

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
Prepare students for academic, social and emotional challenges of high school.	Conditions of Learning: 2, 7, Engageme nt: 5 Pupil Outcomes : 4,6,8	provide enrichment offer Staff Development for academics +explore more Nurse time + access to core subjects for all: math, science, ELA, social science 2. provide enrichment offer Staff Development for academics +explore more Nurse time + access to core subjects for all: math, science, ELA, social science 3. provide enrichment offer Staff Development for academics +explore more Nurse time + access to core subjects for all: math, science, ELA, social science			Garden, music, ballet folklorico, zumba, art, band (money from FOGS and grants) 7000-7439: Other Outgo Other		All Middle School teachers at 1.0 FTE (@$ 300,000) 1000-1999: Certificated Personnel Salaries Base

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
Create a safe and secure campus. The classrooms, playgrounds-structures and landscaping will add to the overall pride and excellence in learning.	Conditions of Learning: 1, 7 Engagement: 5 Pupil Outcomes: 4,6,8	+fix, maintain maximize Water fountains + maintain and clean Bathrooms +update Playground +redo Primary courtyard + explore Landscaping/ Weeding company +be deliberate about a safe and secure campus +upgrade Furniture in classrooms +Meet social/emotional needs K-8 +increase Nurse hours +Continue lunch program			Water fountains fixed/ research cost/locations for new ones (@$2,000) Clean daily with checklist/research repair 4/5 bathroom/Increase custodial time (@$5,000) 5000-5999: Services And Other Operating Expenditures Base Maintenance/repair/ FIT report/re-paint (Bids necessary) 5000-5999: Services And Other Operating Expenditures Base Maintain/clean-up (no cost) Parent clean-up days/School clean-up (no cost) Backpack storage K-8 (@$10, 000) 0000: Unrestricted Base	Additional fountains and maintenance of existing 5000-5999: Services And Other Operating Expenditures Base Increase custodial time Add Landscaping Company (@$40, 000) 5000-5999: Services And Other Operating Expenditures Base Maintenance/ repair/FIT report Maintain/clean-up Part time landscaper hired (@$20, 000) 5000-5999: Services And Other Operating Expenditures Base	On going maintenance (no cost) 7000-7439: Other Outgo Other Replace with bond money 7000-7439: Other Outgo Other Make-over with bond money/fix drinking fountains 7000-7439: Other Outgo Other Use bond money-Outdoor lighting 7000-7439: Other Outgo Other Counselor 1.0 (@$70, 000) 5000-5999: Services And Other Operating Expenditures Other

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		2. +fix, maintain maximize Water fountains + maintain and clean Bathrooms +update Playground +redo Primary courtyard + explore Landscaping/Weeding company +be deliberate about a safe and secure campus +upgrade Furniture in classrooms +Meet social/emotional needs K-8 +increase Nurse hours +Continue lunch program			Prop 39 lighting Bond money as available Spending plan in place (no cost) Anti-bullying assemblies/Club live/Circle of sisters/Board policy on cyber bullying/Increase counselor hours .5 (Grant money as available) Continued self-sufficiency	Research security cameras/guards Anti-bullying curriculum/ Counselor .6 0000: Unrestricted Supplemental	

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		3. +fix, maintain maximize Water fountains + maintain and clean Bathrooms +update Playground +redo Primary courtyard + explore Landscaping/Weeding company +be deliberate about a safe and secure campus +upgrade Furniture in classrooms +Meet social/emotional needs K-8 +increase Nurse hours +Continue lunch program						

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)	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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
1. Achieve proficiency in CCSS. 2. Students are excited and engaged in their learning.	Conditions of Learning: 2, 7, Engagement: 5 Pupil Outcomes: 4,6,8	For English learners: ELL Instruction Spanish Curriculum 2. For English learners: ELL Instruction Spanish Curriculum 3. For English learners: ELL Instruction Spanish Curriculum			.8 ELL Teacher (@$35, 000) 1000-1999: Certificated Personnel Salaries Supplemental .8 of 14,400 cap for benefits $11,520 3000-3999: Employee Benefits Supplemental 2% ($2120) of Administration salary for oversight of ELL program a well as ensuring ELL accessibility to curriculum, communication with ELL familes 1000-1999: Certificated Personnel Salaries Supplemental full access to curriculum in both ELL pull-out program and support in Gen Ed class Lottery: 35,000 4000-4999: Books And Supplies Supplemental Technology to support the ELL student $5500 4000-4999: Books And Supplies Supplemental	.9 ELL Teacher plus primary assistant 1000-1999: Certificated Personnel Salaries Supplemental	1.0 ELL Teacher plus primary assistant(@@$85,000 + @$10,000) 1000-1999: Certificated Personnel Salaries Supplemental Homework Club (ASES Grant) 7000-7439: Other Outgo Base

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
					counseling services to support the ELL learner $5250 5000-5999: Services And Other Operating Expenditures Supplemental 1000-1999: Certificated Personnel Salaries Supplemental		
		2. For foster youth: 3. For foster youth:			0000: Unrestricted Other 0000: Unrestricted Other 0000: Unrestricted Base		
		2. For redesignated fluent English proficient pupils: 3. For redesignated fluent English proficient pupils:					
Increase parent involvement, increase school to parent communication- should include: website, newsletters, flier, robo calls, invitations to parent activities that help parents navigate the school system.	Engagement: 3						Parent Information nights, Literacy Nights, (no cost) Translation Services (per charge @ $ 75 -$50 an hour) 5800: Professional/Consulting Services And Operating Expenditures Base
Prepare students for academic, social and emotional challenges of high school.	Conditions of Learning: 2, 7, Engagement: 5 Pupil Outcomes						Homework Club (ASES grant) 7000-7439: Other Outgo Other After School Tutoring (McKinney Grant) 7000-7439: Other Outgo Other

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: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
	: 4,6,8						
Create a safe and secure campus. The classrooms, playgrounds-structures and landscaping will add to the overall pride and excellence in learning.	Conditions of Learning: 1, 7 Engagement: 5 Pupil Outcomes: 4,6,8						

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.)

We will receive $143, 872 in supplemental and concentration grant funds. We will hire a full time ELL teacher by Year 3 to support our growing population of ELL students in not only their academic language but also their support in the classroom on statewide assessments and in their preparation for high school. This ELL teacher will support our ELL students in a pull out program that complements the classroom and provides support for students in other school situations. We will also continue with the ELL Assistant for the K-1 grades. He/She will also provide support for our ELL parents.

The remainder of our supplemental and concentration grant will be spent school-wide as we have a greater than 55% non-duplicated count. Our count is 63%. The increased services will provide Homework Club after school, informational parent nights, Literacy Night for families, and translations services.

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 minimum proportionality percentage for Guerneville School District is 8.09%. We have achieved this MPP by providing a
.8 FTE ELL teacher, who will provide EL instruction 256 minutes per day. (320 X .8 = 256.) Our ELL teacher will be providing EL instruction for all grade levels, and dividing her time equally among these grade levels, providing an average of 28.4 minutes with each grade level (256 divided by 9 = 28.4) Our EL students in each grade level will be receiving 28.4 more minutes of instructional time per day focused on EL instruction. When you compare this amount of daily EL instructional time by the total amount of instructional time provided to all students, (28.4 divided by 320 = .089), we have provided 8.88% of increased or improved services for EL students over what we are providing for all students.

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.