

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

Introduction:

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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
<p><u>Note:</u> Governing Councils served as the LCAP Advisory Committee.</p> <p>3/27/14 – DELAC reviews LCAP process and the timelines and opportunities for input. 4/16/14 – Board reviews LCAP and how this connects to reviewing needs and establishing priorities. 4/17/14 – HHS and HES Governing Councils review the scope of the LCAP and their role in providing input. 4/21/14 – Teachers provide input on the need for CCSS professional development and technology training. 5/1/14 – ELAC parents take the LCAP parent survey and review the 8 priority areas and the four target groups. ELAC provides input on strategies to include in the LCAP. 5/8/14 – DELAC reviews the 8 priority areas and the 4 target groups and the findings on the priorities. DELAC discusses ideas for how to address priorities and input on how to address needs and priorities. 5/8/14 – HJH Governing Council reviews the scope of the LCAP and their role in providing input. 5/8/14 – HES Governing Council reviews and gives input on the final LCAP. 5/8/14 – Student focus group held at HHS to understand articulation between sites (in math in particular), to identify the rigor of the curriculum, to identify the extent to which 21st century skills are taught in classes and to determine if students receive the support they need to become college/career ready. 5/15/14 – HHS Governing Council reviews and gives input on the final LCAP. 5/20/14 –LCAP findings on priorities and strategies presented to HJH staff. 5/21/14 – Board reviews the LCAP findings on the state priorities and provides an opportunity for public comment. The DELAC makes a presentation to the Board related to</p>	<p><i>-Teachers identify the need for additional CCSS and 21st century learning and technology skills training. This is included in the LCAP.</i></p> <p><i>-Governing Council (HES) recommends elementary school social/emotional counselor. This is included in the LCAP.</i></p> <p><i>-DELAC and ELAC parents want interventions provided for students, particularly in math, at the junior high level. Interventions and support classes are included in the LCAP.</i></p> <p><i>-DELAC wants parent leadership training. This will continue and be expanded in the LCAP.</i></p> <p><i>- DELAC and ELAC parents want more technology training. This is included in combination with homework support for students in the evening.</i></p> <p><i>-DELAC and ELAC parents want to build upon the PIQE training. The LCAP includes another year of PIQE training and additional parent leadership development training to be offered through SCOE.</i></p> <p><i>-The HES LCAP Advisory Committee recommended additional options for students in the intensive English Language Development program to earn credits to stay on track for high school graduation. Summer school programs and on-line courses are being added in the LCAP to address this need.</i></p>

<p>the LCAP. Late May/early June – LCAP priority findings and template made available to staff and comments and input solicited. 6/2/14 - HJH Governing Council reviews and gives input on the final LCAP. Late May/early June – The superintendent responds in writing to feedback/questions from Governing Councils (LCAP Advisory Groups) and DELAC. 6/12/14 – The Board reviews the final LCAP template and budget. 6/18/14 – Public hearing held on the LCAP. Public hearing on the Budget. 6/25/14 – LCAP is approved. Budget is approved. 8/9/14 – Healdsburg Board of Trustees meets to discuss current status on the LCAP. 8/19/14 – District staff meets with representatives from the Sonoma County Office of Education to review status and to develop a plan to revise the LCAP 8/20/14 – LCAP is reviewed and considered for approval by Healdsburg Board of Trustees.</p>	
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Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although 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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: All teachers need to be highly qualified based on NCLB requirements and appropriately assigned to meet CA Dept. of Education requirements. Baseline: 97.14% of teachers are NCLB compliant; 100% of teachers are appropriately assigned. Measure: NCLB report on percent highly	1) All teachers meet credentialing and assignment requirements	All	All		Students have teachers who are fully credentialed and appropriately assigned based on their credentials. The goal is that 100% of teachers will be fully qualified and appropriately assigned.	Same as year 1	Same as year 1	1

qualified and district reports on misassignments based on state requirements								
Need: Active participatory parent engagement in governing council-guided program planning, implementation and monitoring is needed. Baseline: There is a governing council at every school. Every school has the full parent membership on its governing council. Baseline to be set in year 1. Measure: Surveys and/or focus groups and parent attendance records	2) Due to participatory parent engagement, schools reflect student needs and parents are more informed about school programs, 21st century learning skills, CCSS and the Innovation Design Plan (IDP)	All	All		The school program reflects student needs - present and future - due to active participatory engagement at the school through the Governing Council and implementation of the IDP. A baseline on the quality of parent engagement in the governing council will be set in year 1.	Same as year 1	Same as year 1	3
Need: All staff needs to participate in shared leadership and decision-making in order to understand and address barriers to student achievement. Baseline: Currently, all Governing Council staff seats are full; 22% of teachers participate on	3) Teachers and support staff are focused on barriers to student achievement and plan and implement programs to reduce the barriers as a means to increase student achievement.	All	All		All staff is accountable for using meetings to focus on addressing student needs. Agendas and minutes reflect full participation and a focus on increasing student	Same as Year 1	Same as Year 1	3

Innovation Design Teams. Measure: Governing Council membership; Innovation Design Team participation and attendance rates; Common planning time, department chair and grade level agendas and minutes; staff surveys					achievement. Goal will be to maintain or improve upon baseline set in year 1.			
Need: Increase student attendance for students who struggle with chronic truancy (as per DataQuest). Decrease student dropouts with specific attention to students who are struggling. Baseline: Attendance rate is 96-97%. Truancy rate is 25.13%. Drop out rate at HJH is 0%; HHS is 1.1%; and, MBA is 13.5%. The HUSD graduation rate is 89.3%. Measure: Individual monitoring of students who are chronically truant. Local and state dropout data.	4) Identify students with chronic attendance problems and identify strategies to address what is keeping these students from attending school consistently. Identify students who are at risk of dropping out based on credits earned, grades and/or attendance and identify strategies to address what is keeping these students from earning sufficient credits to be on track for graduation.	All	All		Students who have had chronic truancy attend school more regularly. Fewer students dropout. Out of students identified for truancy, there is a 10% or more increase in their attendance by the end of the year. There is a 10 percent reduction in students dropping out in the district over the base year.	Same as year 1	Same as year 1	5
Need: Provide social/emotional counseling support at	5) Address the root causes of suspensions and expulsions. Provide	All	All		Fewer students are suspended or expelled.	Same as Year 1. Students	Same as Year 2	6

grades K-8. Need an alternative program to address discipline issues which is focused on students developing problem-solving skills at grades 6-12. Baseline: The suspension rate was 5.5% and the expulsion rate was .5%. Measure: Suspension and expulsion rates	an alternative to traditional discipline consequences to emphasize problem-solving over punishment.				Students learn how to use problem-solving to address self-regulation. The suspension rate decreases to the state average 5.1% and the expulsion rate decreases to .3%.	learn how to use problem-solving to address self-regulation.		
Need: Students need access to the full course of study specified in Education Code. Baseline: Some students in the EA program at HHS may not have access to the full course of study. Measure: Review of student schedules for students in the EA program.	6) All students have access to the full course of study and the high academic track which prepares them to enter a 4-year college and/or gainful employment.	All	All		All (100%) of students have access to the full course of study. A section is added at the high school, summer school is added and on-line courses are added to ensure this access.	Same as Year 1	Same as Year 1	7
Need: Students need to be physically fit to be best prepared for learning. Baseline: In 5th grade, less than 70% of students meet four Healthy Fitness Zone measures. In 7th grade, less than 70% of students meet 2 measures. In 9th	7) An average of 70% or more of students meet each Healthy Fitness Zone measure in year 1, 75% meet it in year 2 and 80% meet it in year 3.	All	All		More students are physically fit. (At least 70% meet each HFZ measure)	Same as year 1 but at least 75% of students meet each HFZ measure	Same as year 1 but at least 80% of students meet each HFZ measure	2 and 8

grade, less than 70% of students meet 2 measures. Measure: California Physical Fitness Test, percentage of students performing in the Healthy Fit Zone (HFZ) at grades 5, 7 & 9.								
Need: All students need high quality standards-aligned curriculum materials for a 21st century education and college/career readiness. Baseline: 100% of students have standards-aligned curriculum based on Williams' required reporting. Measure: Williams and District's CCSS/NGSS adoption schedule	8) All students have standards-aligned curriculum materials that meet Williams requirements. All students will have CCSS and NGSS standards-aligned curriculum materials based on the District's adoption schedule.	All	All		All students continue to have standards-aligned curriculum materials.	Same as year 1	Same as year 1	1
Need: All students need an educational program that aligns to the CCSS and prepares them with the 21st century learning skills needed for college/career readiness. Baseline: Set a baseline (% of classrooms where	9) Students learn CCSS and 21st century instructional skills in all classes. Where applicable, interdisciplinary inquiry-based projects are in place to increase student engagement through real-world connections. Students	All	All		Students have a more rigorous curriculum, where they are actively engaged in learning CCSS and 21st century skills. The curriculum is relevant and	Same as year 1	Same as year 1	8

<p>there is evidence of implementing specified practices) in the first semester of year 1. Measure: Classroom observations with a CCSS/21st century observation tool by core content teachers, site administration, grade level leads and department chairs.</p>	<p>demonstrate their learning through a variety of multimedia and other presentation skills.</p>				<p>prepares them for college or a career. There will be a 15% increase in students using specified practices over the year 1 baseline (pre/post).</p>			
<p>Need: All students and subgroups need to have high achievement to be college/career ready in the 21st century. Benchmarks are needed to monitor student progress and plan instruction in response. Parents need to be informed about their child's progress. Baseline: Baselines will be set as part of the benchmark development process. SMART goals will be developed for each area and will be used to measure and monitor student progress. Measure:</p>	<p>10) All students and subgroups have increasingly higher achievement as measured by benchmarks and state assessments once available. Parents are more informed about their child's grades, progress, college/ career preparation for all students plus progress in English Language Learners. The district meets the AMAO 1 and the two AMAO 2 targets. These targets increase annually.</p>	<p>All</p>	<p>All</p>		<p>Students will take benchmarks at least every nine weeks in ELD, ELA, math and science. Based on benchmark data, instruction will be differentiated to address students' level of mastery. Students will meet pre/post SMART goals developed in year 1. The district average for AMAO 1 and 2 (2 measures is</p>	<p>Same as year 1. History/ social science benchmarks will be added. Benchmarks will be reviewed and refined. The District meets the increased federal and state AMAO 1 and 2 targets.</p>	<p>Same as year 2. The District meets the increased federal and state AMAO 1 and 2 targets.</p>	<p>4</p>

<p>Benchmark assessments in ELA, math, science, history/social science, and English Language Development. (Note: ELD progress is addressed in part B. The district analysis provides detailed information on Title III and reclassification. The percentage of students meeting AMAO 1 is 57.4%, the percentage meeting AMAO 2 less than 5 years is 18.9% and the percentage meeting AMAO 2 more than five years is 55.7%.)</p>					<p>met for the current year. In 2013, targets were not met for AMAO 1 or AMAO 2, > 5 years.</p>			
<p>Need: All students need to be college/ career ready upon graduation. All students and subgroups need full access to college and career preparation classes including AP and CTE classes. Students need to develop and maintain a high school graduation and college/ career preparation plan. Baseline: 39.66% of</p>	<p>11) Students are college/ career ready at the time of graduation. Students have experienced a K-12, articulated career development focus, which includes a K-12 social-emotional curriculum. Students have taken the classes in high school (CTE and academic) at the needed level of rigor (A-G and the Advanced Placement path) as defined in their annually</p>	<p>All</p>	<p>HHS and MBA</p>		<p>All students in grades 6-12 use Kuder and/or Naviance to identify one or more career interests. In 9th grade, students select at least one CTE course to be taken during the course of their high school career. Students develop and</p>	<p>Same as year 1</p>	<p>Same as year 1</p>	<p>4</p>

<p>11th & 12th grade students take AP exams and students earn scores of 3-5 on 64% of the exams taken (2011-12). As identified by the EAP (2011) 28% of 11th grade students are college ready in ELA, 6% are college ready in math and 29% are conditionally ready in math. Baselines will be set in year 1 for use of Kuder & Naviance. College/ Career ready plans. Measure: AP participation by subgroups (if available) and percent scoring in the 3-5 range; EAP passage rate (including subgroup as available); usage rate of Kuder & Naviance at grades 6-12; and percent of HHS students with annually updated college/career ready plans</p>	<p>updated graduation/ college/career plan. Students leave high school having explored career interests (Kuder or Naviance), having taken and passed the classes needed for their career interest. Graduates are competitive for a career, post-secondary training and/or post-secondary education. If a student's plan is to go to a community college, the student is prepared to earn college credit at the community college.</p>				<p>annually update a graduation and college/career ready plan and work with a counselor to identify the course sequence to fulfill their plan. Counselors maintain records on students who are on-track with their plans. SMART goals are set for increasing the percentage of students who are college ready in ELA and math based on district benchmarks until Smarter Balanced data is available. The percentage of students taking AP courses and passage rates will be maintained. Note: If the EAP</p>			
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					is given in year 1 it will be a new base year since the test will be different.			
Need: To be college/ career ready upon graduation, students need to become proficient in using technology and in selecting the appropriate technology tool for solving a problem or communicating with a particular audience. Baseline: Set a Brightbytes survey baseline for students in 2013/14 (in process). Set a baseline in 2014/15 for implementation of District technology standards. Measure: Brightbytes survey responses for students; classroom monitoring on student's level of implementation of District technology standards	12) The District implements the Digital Library. All students use technology proficiently on a daily basis and demonstrate 21st century technology skills. Students learn in classrooms where technology is integrated into instruction. Students are competent in using computer applications.	All	All		Students have systematic instruction in technology skills and multi-media. More technology is integrated in classroom instruction. Students have more access to technology during the school day. Some students participate in a modified 'Bring your own device' (BYOD+) pilot program. Pre/post SMART goals are set in the fall of 2014.	Same as year 1 and all students will be involved in the modified 'Bring your own device' technology program in grades 6-12.	Same as year 2 and students increasingly access curriculum through technology.	4
Need: Provide and maintain facilities that support a 21st	13) Scheduled facility projects identified in the Facilities Master Plan	All	All		Students continue to learn in	Same as year 1.	Same as year 1.	1

<p>Century Learning environment. Baseline: Bond-funded facility projects need to be completed as scheduled. Baseline: On the FIT, HJH, HHS and FMC are in "fair" repair. HES/HCS is in "good" repair. Measure: Completion of scheduled facility projects identified in the Facilities Master Plan; all facilities are in "good" condition on the FIT report.</p>	<p>are completed; all facilities are in "good" condition on the FIT report.</p>			<p>buildings that either support 21st century learning or are in the process of becoming an environment that supports 21st century learning. HJH, HHS and FMC are in "good" condition on the FIT Report by the end of the school year. Bond funded facility projects are completed as scheduled.</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 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)	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if school-wide or	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

from Section 2)	Section 2)		LEA-wide)				
1) All teachers meet credentialing and assignment requirements	1	Continue existing hiring, monitoring and teacher assignment practices	All		Monitor and assist teachers in completing full certification. Cost: \$1,000 Source: Title II <u>Note:</u> The cost of all teacher salaries including benefits is: \$ 6,280,653 (Object Codes 1-3, Management 1000)	Same as year 1 with step and column increases for teacher salaries	Same as year 2
2) Due to participatory parent engagement, schools reflect student needs and parent are more informed about school programs, 21st century learning skills, CCSS and the Innovation Design Plan (IDP)	3	Parents are actively recruited to serve on the schools' governing councils and there are opportunities for all parents to be involved. There is training on meaningful participation on a governing council. A bilingual administrator is assigned to support parent engagement across all groups. Translation services are provided (written and oral) to communicate with parents and to ensure that they are engaged in school activities. Childcare is provided for meetings when needed. Bilingual office assistants are available at each site to support parent engagement (translate	All		Recruitment and training, Cost: \$22,148 Source: LCFF (Bilingual administrator assigned to parent engagement: Object 1-3, Function 2110, Management 5000-\$17,000; Object 5803; Childcare at meetings: Object 2, \$1,000, Management 4, Translation: Object 2400, \$4,148)	Same as year 1	Same as year 1

		at parent conferences, meetings, etc.).					
3) Teachers and support staff are focused on barriers to student achievement and plan and implement programs to reduce the barriers as a means to increase student achievement.	3	Clear expectations for staff meeting protocols (norms) are communicated; all staff receive training and ongoing support to foster collaboration (Innovation Design Teams, Governance Councils, Grade level, Department, and Interdisciplinary meetings)	All		Cost: \$10,000: Source: LCFF (Additional certificated staff time: Object 1130, Management 1, \$10,000)	Same as year 1	Same as year 1
4) Identify students with chronic attendance problems and identify strategies to address what is keeping these students from attending school	5	The Directors of Student Services, Special Education and Curriculum and Instruction meet to look at systems and processes related to attendance and dropouts and plan how to change systems and processes to change outcomes. Identify the needed resources for a plan to increase attendance for students who are chronically truant and/or at risk of	All		Develop and implement plan to increase student attendance and reduce dropouts with specialist support including the District's psychologist and counselors. Cost: \$59,231, Source: LCFF (Psychologist, Student Advisors, Welfare and Attendance positions: Object 1-3, \$15,000; Director of Student Services 50% Object 1-3, Site 698, \$44,231) Transportation Cost: calculated for 34% of all	Implement and refine plan based on monitoring. Cost: \$59,231, Source: LCFF	Same as year 2.

<p>consistently. Identify students who are at risk of dropping out based on credits earned, grades and/or attendance and identify strategies to address what is keeping these students from earning sufficient credits to be on track for graduation.</p>		<p>dropping out. Implement this plan. Provide transportation option to all parents who choose it.</p>			<p>students to include those students who are not unduplicated students \$132,486 (Resource 0723; Director of Student Services 50% Object 1-3, Site 698, \$44,231)</p>		
<p>5) Address the root causes of suspensions and expulsions. Provide an alternative to traditional discipline</p>	<p>6</p>	<p>The Directors of Student Services, Special Education and Curriculum and Instruction meet to analyze the underlying causes and factors contributing to suspensions and expulsions and develop a plan to address the</p>	<p>All</p>		<p>Develop and implement plan to reduce suspension and expulsion rates. Hire counselor who provides social/ emotional counseling at grades K-8. Cost: \$69,594, Source: LCFF (34% of K-8 Counselor: Object 1-3, Sites 690-\$24,037, Toolbox: \$25-Object 5xxxx, Safe School</p>	<p>Evaluate implemented programs and refine implementation for year 2. Implement student self-regulation program. Cost: \$69,594, Source: LCFF</p>	<p>Same as year 2. Continue programs including self-regulation program. Cost: \$69,594, Source: LCFF</p>

consequences to emphasize problem-solving over punishment.		root causes. Director of Student Services implements student self-regulation program. Grade K-8 counselor is hired and provides services to groups and individual students. Students use Toolbox at grades K-8 and Safe Schools Ambassador Program at the secondary level.			Ambassadors: \$1,211-Object 5xxxx)		
6) More students have access to the full course of study and the high academic track which prepares them to enter a 4-year college and/or gainful employment.	7	Students have a clearly written 4-year graduation plan. To provide full course access to students enrolled in all programs, a 7-period day is implemented at HHS, summer programs are offered and increased on-line courses are provided.	All		Students have graduation plans and greater options for full course access. Cost: \$18,220, Source: LCFF (Additional certificated hours: \$2,500-Object 1130, Management 1; Datawise:\$7,120 and Edmentum/Plato: \$8,600-Object 5000)	Same as year 1	Same as year 1
7) An average of 70% or more of students meet each	2 and 8	Wellness Committee reviews HFZ data and works with secondary PE teachers and elementary grade level leads to develop a plan to	All		Develop and implement increased physical fitness plan. Monitor PE minutes. Cost: \$2,500, Source: LCFF (Additional certificated hours-Object 1130,	Review data. Evaluate the plan. Continue implementation and monitoring. Cost: \$2,500, Source: LCFF	Same as year 2. Cost: \$2,500, Source: LCFF

Healthy Fitness Zone measure in year 1, 75% meet it in year 2 and 80% meet it in year 3.		increase students' physical fitness each year. Monitor the minutes of physical activity in PE to ensure that students have the time allocated in Ed. Code.			Management 1)		
All students have standards-aligned curriculum materials that meet Williams requirements. All students will have CCSS and NGSS standards-aligned curriculum materials based on the District's adoption schedule.	1	The District confirms a CCSS curriculum adoption schedule. The District selects new curriculum materials and provides professional development to teachers as part of the implementation process. The preliminary adoption schedule is to implement K-5 math in year 1, 6-12 math and 6-8 science in year 2 and K-12 ELA in year 3. The plan is conditioned on high quality curriculum materials being available for adoption.	All		Implement math CCSS aligned curriculum at K-5. Cost: N/A because it's not LCFF, Source: CCSSIF, Lottery IM	Implement math CCSS aligned curriculum at grades 6-12 (\$120,000). Implement new grade 6-8 NGSS aligned curriculum materials (\$60,000) (as available): Cost: \$180,000, Source: Lottery IM	Implement CCSS aligned ELA curriculum materials at grades K-12. Cost: \$200,000, Source: Lottery IM
9) Students learn CCSS and 21st century instruction	2	Form Curriculum Council (CC). CC develops grade level expectations for what CCSS and 21st Century teaching and	All		Form CC. Develop observation guidelines and tool. Begin walk throughs. Continue professional development on CCSS and	Evaluate and refine the work for CC. Continue walk throughs and monitoring. Continue professional	Same as year 2

<p>al skills in all classes. Where applicable, interdisciplinary inquiry-based projects are in place to increase student engagement through real-world connections. Students demonstrate their learning through a variety of multimedia and other presentation skills.</p>		<p>learning look like. CC identifies or develops a classroom observation tool and plan how to make the observation process meaningful. This tool addresses 21st century instructional skills, inquiry-based projects, student engagement through real world engagement and student use of multi-media presentation skills. The District provides professional development to teachers on CCSS and 21st century learning skills using the findings on level of implementation from observations.</p>			<p>21st century learning skills on two staff development days. Cost: \$68,642, Source LCFF(Extended contractual work year for teachers Objects 1-3, All Sites)</p>	<p>development on 3 staff development days. Cost: \$68,642, Source LCFF</p>	
<p>10) All students and subgroups have increasingly higher achievement as measured by benchmark</p>	<p>4</p>	<p>Develop benchmark assessments using Datawise and the Digital Library (as available) during the first 9 weeks of instruction in year 1. Review and agree upon data driven instructional processes. After a benchmark is given, data is analyzed and used to modify instruction,</p>	<p>All</p>		<p>Develop benchmarks in ELA, math, ELD (existing) and science. Administer benchmarks and analyze and report out data. Review grading practices using benchmark data and plan to align report cards with CCSS and benchmark performance. Cost: \$24,000 (3 release days by grade level/dept for benchmarks</p>	<p>Refine benchmarks in ELA, ELD, math and science. Develop benchmarks in history/social studies. Continue to administer and analyze data from benchmarks. Implement K-5 standards-based report cards. At 6-12, continue to develop grading</p>	<p>Continue to administer and refine benchmarks in all content areas. Continue to address grading practices with CCSS and 21st century outcomes. Refine and continue standards-based report cards at elementary grades. Cost: \$12,000, Source: LCFF</p>

<p>s and state assessment s, once available. Parents are more informed about their child's grades, progress, college/ career preparation for all students plus progress in English Language acquisition for English Learners. The district meets the AMAO 1 and the two AMAO 2 targets. These targets increase annually.</p>		<p>consider student placements and to report progress to parents. Review and agree upon common grading practices at K-12. Develop and implement standards-based report cards at the elementary level. Continue the intensive ELD program to meet Title III AMAO 1 and 2 targets.</p> <p>Additional interventions are provided to all students through the Learning Center model.</p> <p>Site Governing Councils are provided with discretionary budgets to provide for programs to address student achievement.</p>			<p>and 3 for grading) Source: LCFF-Object 1-3, Management 0)</p> <p>Continue ELD program. The cost is shown below since the ELD program is provided for EL students.</p> <p>Special Education additional costs to provide time and space for students who need additional assistance with academic support. Cost: \$1,322,121 (Object 8980, Management SPED)</p> <p>Site Council discretionary budgets. Cost: \$116,830 (Object 4-5)</p>	<p>practices that reflect the CCSS and 21st century outcomes. Cost: \$24,000, Source LCFF</p> <p>Continue ELD program. The cost is shown below since the ELD program is provided for EL students.</p>	
<p>11) Students are college/ career</p>	<p>4</p>	<p>Students in grades 6-8 explore career interests using Kuder and/or Naviance. In 8th grade students learn about the</p>	<p>All, HJH, HHS, MBA</p>		<p>Students use Kuder or Naviance in grades 6-12. CTE courses are added so students can take one CTE course per year. Graduation</p>	<p>Same as year 1. Plans developed in year 1 are updated and monitored. Cost: \$10,920. Source LCFF</p>	<p>Same as year 2.</p>

<p>ready at the time of graduation through a K-12, articulated career development focus. All levels will include a social-emotional curriculum. Students will have taken the classes in high school (CTE and academic) at the needed level of rigor (A-G and the Advanced Placement path) as defined in their annually updated graduation / college/career plan. Students</p>		<p>college/career readiness options and resources in preparation for their first CTE course in 9th grade. Students take one or more CTE courses in high school. In 9th grade, students develop a graduation and college/career ready plan that includes what they will do after high school and how to prepare to be competitive for their plan. Students work with a counselor to update their plan at least once per year. Counselors advise students to take rigorous classes (AP and advanced) and to prepare for and take AP exams. Counselors monitor student plans and meet with a student if they are not on track with their plan (e.g. failing grade or not enrolled in appropriate classes). Students in K-12 have career interest and social-emotional curriculum to develop resilience and other life skills.</p>			<p>and career/college plan format is identified or developed. Plans are monitored for rigor and completion. Counselors work with students to develop plans at grades 9-12. Cost: \$10,920. Source LCFF (Object 4-5)</p>		
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<p>will leave high school having explored career interests (Kuder or Naviance); having taken and passed the classes needed for their career interest and be competitive for a career, post-secondary training and/or post-secondary education. If a student's plan is to go to a community college, the student will be prepared to earn college credit at</p>							
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the community college.							
12) The District implements the Digital Library. All students use technology proficiently on a daily basis and demonstrate 21st century technology skills. Students learn in classrooms where technology is integrated into instruction. Students are competent in using computer applications.	4	Implement the digital library. Develop and adopt technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and the Library Media Specialist. Students have specific instruction in technology skills and multi-media aligned with the technology standards. Teachers increasingly integrate technology into their instruction. A modified 'Bring your own device' (BYOD+) is piloted and then implemented in all classrooms at the secondary level. The Curriculum Council researches, evaluates and recommends on-line curriculum materials.	All		Implement Digital Library. Professional development for teachers. Purchase more technology for K-12. Pilot a hybrid 'Bring your own device': Cost: \$358,403, Source: LCFF (IT Budget Function 7700-\$208,403; Extra Technology Management TECH-\$150,000, Extra certificated hours: Object 1-3 –amount to be determined	Purchase more technology for K-12. Modified 'Bring your own device' implementation. Professional development for teachers. Curriculum Council reviews and recommends on-line curriculum resources. Purchase more technology. Cost: \$300,000, Source: LCFF HEF	Continue year 2. Purchase on-line curriculum resources: Cost: \$400,000, Source: LCFF and HEF
13) Scheduled	1	The District implements bond-funded facility	All		Implement the District's scheduled facility plan for	Implement the District facility plan for HHS,	Implement the District facility plan for HHS,

facility projects identified in the Facilities Master Plan are completed; all facilities are in "good" condition on the FIT report.		projects and maintenance and/or repair projects as scheduled. These projects address the conditions identified in the FIT report.			HHS, HJH and MBA and repairs identified in the FIT report. Cost: \$500,000, Source: Routine Restricted Maintenance (Resource 8150, contribution from General Fund); To be supplemented with bond funds, LCFF	HJH and MBA and repairs identified in the FIT report. Cost: \$500,000 Source: Routine Restricted Maintenance; To be supplemented with bond funds, LCFF	HJH and MBA and repairs identified in the FIT report. Cost: \$435,000, Source: Routine Restricted Maintenance; To be supplemented with bond funds, LCFF
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Close the achievement gap and increase	4	For low-income pupils: Provide interventions to increase the achievement of low-	LEA-wide		Provide interventions and extra classes for support at HJHS and HHS. Add a professional development	Same as year 1.	Same as year 1.

<p>opportunities to learn.</p>		<p>income pupils. At the Junior High and High School level, an extra period of ELA and math is provided as a support class. At grades K-5, intervention teachers and paraprofessionals provide support to students in small groups or individually to accelerate learning. The District has three professional development days. One will be dedicated to implementing CCSS for students.</p>			<p>day to address implementing the CCSS to address the needs of all students and to close the achievement gap. Cost: \$34,321. Source: LCFF(Extended contractual work year for teachers Objects 1-3, All Sites)</p>		
<p>Students reach English proficiency more quickly (less than 5 years) through intensive and targeted ELD instruction. Students must achieve English proficiency to access</p>	<p>4</p>	<p>For English Learners: The District continues to provide the intensive English Language Development Program at grades 1-10 to students who have not been reclassified and to students in grades 11-12 who have not passed the California High School Exit Exam. The District monitors student progress through benchmarks, the EL reclassification rate and rates for AMAO Title III targets.</p>	<p>LEA-wide</p>		<p>Continue ELD program. Monitor student achievement and adjust implementation based on data. Professional development and coaching support continues. Implement summer school program and increase on-line courses to keep students on track for graduation. Cost: \$155,000, Source: LCFF (Resource 0737)</p>	<p>Same as year 1 but the District provides its own coaches. Cost: \$155,000, Source: LCFF</p>	<p>Same as year 2</p>

core content.							
On-going training and support is needed to help parents navigate the US school system, to help their child be successful in school, to learn to use technology and to develop parent leadership in ELAC and DELAC.	3	<p>For English Learners: Provide parent leadership training through PIQE. Participate in SCOE provided parent education specifically designed for Spanish speaking parents to develop leadership in ELAC and DELAC and to represent their child's educational needs. This includes how to navigate the US school system. Provide after school technology training to parents while their child receives homework support. Provide parenting education program in Spanish for parents with preschool-aged children. This program addresses how to help your child be successful in school. Hold positive discipline parenting workshops. Open the high school library in the evening so that parents and students can access technology and homework support.</p>	LEA-wide		Provide PIQE and SCOE parent leadership training. Provide parent education training. Cost: \$121,290, Source: LCFF (Object 2400: \$113,382, Object 5800: \$7,308, Object 5200: \$600)	Expand SCOE parent leadership training.	Same as year 2

<p>Close the achievement gap and increase opportunities to learn.</p>	<p>4</p>	<p>For foster youth: Provide interventions to increase the achievement of low-income pupils. At the Junior High and High School level an extra period of ELA and math is provided as a support class. At grades K-5, intervention teachers and paraprofessionals provide support to students in small groups or individually to accelerate learning. Communicate with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services.</p>	<p>LEA-wide</p>		<p>Provide interventions and/or support classes. Provide afterschool classes and summer school. Provide transportation to Before and After School Program (ASES). Add K-5 social/emotional counselor. Cost: \$574,875 Source: LCFF (Paraprofessionals: Resource 0709, Objects 2-3-\$193,894; 66% of K-8 Counselor: Object 1-3, Function 3110, Site 690-\$46,659; 50% of 66% of existing counselors: Object 1-3, Function 3110, Site 362-68,143, AVID: Object 5xxx-\$9,000; Transportation Cost: calculated for 66% of all students targeting those who are designated as unduplicated students \$257,179-Resource 0723)</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>
<p>Maintain English Language Development for R-FEP students so they can access content in college/career</p>	<p>4</p>	<p>For redesignated fluent English proficient pupils: Monitor R-FEP student progress on benchmarks given every 9 weeks, attendance, and credits for graduation to ensure that students will be college/career ready upon graduation.</p>	<p>LEA-wide</p>		<p>Develop and implement monitoring processes with clear responsibilities. Cost: \$2,500, Source: LCFF (Additional certificated hours: Object 1130, Management 1)</p>	<p>Same as year 1</p>	<p>Same as year 1.</p>

ready courses.							
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- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The District has approximately 66% high need students (unduplicated pupil percentage).

The District’s 2014/15 year LCAP supplemental and concentration grant funding is \$870,037.

The District will use LCAP supplemental and concentration funding to support low-income, English Learner, reclassified students and foster youth (unduplicated students) with three specific activities:

- Providing targeted intervention programs during the school day;
- Extending opportunities for student learning after school and during the summer; and,
- Providing parent education for the parents of unduplicated students.

In 2014/15, teachers will have professional development (above the three days provided for every teacher) focused on instructional practices designed to close the achievement gap. These include a focus on English Language Development and differentiated Math instruction. In Grades K-5, intervention teachers and paraprofessionals will provide support to students in small groups or individually to accelerate learning with an emphasis on reading. At the junior high and high school level, an extra period of ELA and math will be provided as a support class through the new Learning Center model (designed to strategically serve students based on their needs and to exit them from the program as soon as they have achieved their goals). The District continues to provide an intensive English Language Development program in Grades 1-10 to students who have not been reclassified and to students in Grades 11-12 who have not passed the California High School Exit Exam. The District monitors EL student progress through benchmarks, the EL reclassification rate and rates for AMAO Title III targets. For the past two summers, the District has extended opportunities for student learning and such efforts will continue. During the summer, students participate in the following District offerings: English Language Development (Accelerated English), Coding and Technology programs (Technology instruction gives

students access and tools such as Google Apps, multimedia and presentation skills). For EL parents, the District is providing parent leadership training through PIQE (Parent Institute for Quality Education) and will add additional participation in Sonoma County Office of Education-provided parent education that is specifically designed for Spanish-speaking parents to develop leadership in ELAC and DELAC and to fully understand their child's educational needs. This training includes how to navigate the US school system. In addition, after school technology training is provided to parents while their children receive homework support. The District is also providing parent education in Spanish for parents with preschool-aged children. This program addresses how to help a child be fully ready for school. The District will also support parents through positive discipline parenting workshops.

These specific activities are in addition to the base program which provides a college/ career ready curriculum designed to prepare all students with technology and 21st century skills.

District and/or site administrators will communicate with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic needs and provide individualized services to ensure that foster youth are making continuous progress. The District has a strong counseling program that will be expanded at the elementary level. Counseling services will be available to foster youth.

The progress of all students, including those in the unduplicated student count, will be monitored through benchmarks given every nine weeks. Students will also be monitored for attendance and credits for graduation to ensure that these students will be college/career ready upon graduation.

Total LCFF Base Grant entitlement is \$9,404,648. Total 2014/15 budgeted for unduplicated student services is \$870,037. The 2013/14 EIA expenditures spent on unduplicated students as \$387,020.

- 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 District's 2014/15 year LCAP supplemental and concentration grant funding is \$870,037. The current year minimum proportionality percentage (MPP) is 9.25%. This LCAP identifies activities to provide supplemental services beyond the base program provided to all students including low-income, English Learner, foster youth and R-FEP students. The specific programs are described in 3C above. Thus, the District has allocated the required funding level for these four subgroups.

As compared to all students, the District has allocated \$870,037 in additional funds, which achieves our 9.25% MPP in increased or improved services to our unduplicated students. These funds are provided to increase instructional support during the day (both in the regular classroom and in the District's new Learning Center model) and in addition to the base program (extending learning opportunities after school and during the summer) and through providing programs to support parents.

The District is committed to providing additional resources to provide the additional support these students need. The District has made a significant investment in restructuring its English Language Development program in recognition that the lowest performing subgroup is English Learners. The District is committed to providing a strong base program that will prepare all students to be college/career ready as described in its Innovation Design Plan and to provide the needed supplemental services to underperforming subgroups so they will be college/career ready at the time of graduation.

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.