

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

Introduction:

LEA: Liberty Elementary School District **Contact:** Christopher Rafanelli, Superintendent, crafanelli@libertysd.org, (707) 795-4380 **LCAP Year:** 2014-2017

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>September, November, January, February, and March Information: Information about LCFF and LCAP was shared at Board Meetings, Foundation (Parent Group), Site Council, and Staff Meetings.</p> <p>September, November, March and April Engage:</p> <ul style="list-style-type: none"> ✓ Parent, student and staff surveys were developed with input from staff, parents and community. Student surveys were completed in March. Staff and Parent surveys were completed in April and May. Surveys were available online and in hardcopy version through the main office. ✓ The Board held public discussions regarding new LCFF regulations throughout the autumn and winter. ✓ The Site Council discussed the LCFF and LCAP expectations for completing the various stages of the LCAP process. ✓ Foundation (Parent Group) participated in public discussion of the District LCFF and LCAP impact and information was gathered for the survey and plan. <ul style="list-style-type: none"> • Parent Advisory Presentation of LCAP was on May 12 • LCAP was provided through our weekly notes out to parents. 	<p>Board Input: Board members, staff, and administration were present at the November, January, February, and March Board meetings. District assessments and general academic achievement results were reviewed and discussed.</p> <p>Findings: Student achievement was high for the overall student population and each subgroup for the 2013 District multiple measures results. The Board requested additional input from staff on how to best address the needs of our EL, Low Socio-Economic and other low performing student populations.</p> <p>Staff Input: Staff members discussed District multiple measures results at August and September staff development days. At-risk students were identified for student action plans and further intervention.</p> <p>Findings: Math scores improved for all groups while ELA scores slightly dropped for the overall population. While small numbers of students can significantly affect gains and losses, staff was in agreement with the goal of the need to increase the percent of students performing at proficient/grade level for all subgroups in ELA.</p> <p>Parent Input: Between 20 and 25 parents attended the September and October parent group meetings and provided input on the impact of the LCFF model on school programs. The primary focus of discussion was around the idea of how does the District maintain the current quality programs despite limited State funding.</p> <p>Findings: Findings from the survey found parents feel their child(ren) are safe at school and being challenged in their studies. Internet safety was an area where the school could help support parent education</p>

<ul style="list-style-type: none">• The public hearing for the budget and LCAP was on May 15.• The approval of the budget and LCAP was on June 19.	<p>Site Council Input: The Site Council discussed the assessment results and reviewed student and parent survey results at several meetings throughout the year.</p> <p>Findings: Parents were pleased with the continued academic success and had questions regarding what the new testing would look like.</p> <p>Student Input: Students participated in an annual survey on school, classroom, and playground environment.</p> <p>Findings: In the survey of students, 8% reported being aware of bullying at school. Students reported the bullying to be verbal rather than physical. Overwhelmingly, students reported feeling safe and protected at school. Academically, students reported feeling challenged and that homework was relevant to their learning.</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	
<p>Student Achievement</p> <p>72% of students are currently proficient in ELA</p> <p>By 2016, 78% of all students will achieve proficient level in English/ language arts</p>	<p>Improve Student Achievement –ELA</p> <p>Continue instructional programs supporting student learning.</p>	All	All	<p>Local Assessments (DIBELS, El Paso, AR, Star Literacy, etc...)</p> <p>74% District Multiple Measures</p>	<p>Local Assessments (DIBELS, El Paso, AR, Star Literacy, etc...)</p> <p>76% District Multiple Measures</p>	<p>Local Assessments (DIBELS, El Paso, AR, Star Literacy, etc...)</p> <p>78% District Multiple Measures</p>	<p>Conditions of Learning <u>Basic Services 1</u></p> <ul style="list-style-type: none"> •HQT •Standards aligned curriculum <p><u>Implementation of Common Core State Standards 2</u></p> <ul style="list-style-type: none"> •Common Core Training •Smarter Balanced Testing • 21st Century Learning 	

<p>as reported through local assessments.</p> <p>All Teachers are currently assigned appropriately</p>					<p>Maintain 0 teacher misassignments</p>	<p>Maintain 0 teacher misassignments</p>	<p>Maintain 0 teacher misassignments</p>	<ul style="list-style-type: none"> •Increased Use of Technology <p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> •CELDT Results • Local Assessments • Weekly Reports
<p>Student Achievement:</p> <p>78% are currently proficient on District standards</p> <p>By 2016, 84% of all students will achieve proficient level in math as reported through local assessments.</p> <p>All Teachers are currently assigned</p>	<p>Improve Student Achievement -Math Continue instructional programs supporting student learning.</p>	<p>All</p>	<p>All</p>		<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...)</p> <p>80% District multiple measures</p> <p>Maintain 0 teacher misassignments</p>	<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...)</p> <p>82% District multiple measures</p> <p>Maintain 0 teacher misassignments</p>	<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...)</p> <p>84% District multiple measures</p> <p>Maintain 0 teacher misassignments</p>	<p>Conditions of Learning <u>Basic Services</u></p> <ul style="list-style-type: none"> •HQT •Standards aligned curriculum <p><u>Implementation of Common Core State Standards</u></p> <ul style="list-style-type: none"> •Common Core Training •Smarter Balanced Testing • 21st Century Learning •Increased Use of Technology <p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> •State Testing Results •CELDT Results

appropriately								<ul style="list-style-type: none"> Local Assessments
Assimilate Common Core Standards in all classrooms 0% are currently using CCSS	Improve Student Achievement –Common Core Deliver appropriate Common Core training to 100% of instructional staff (certificated and classified)	All	All		Classroom Observations 50%	Classroom Observations 75%	Classroom Observations 100%	Conditions of Learning <ul style="list-style-type: none"> Implementation of Common Core
Increase English Learner proficiency in English CELDT Scores 0% Advanced/Early Advanced Students reclassified 0%	Improve Student Achievement -ELL Increase ELs who gain at least one language proficiency level, as measured by CELDT. Increase the percentage of ELs who are reclassified as Fluent English Proficient within 5 years of enrolling in school.	English Learners	All		CELDT Scores 0% Students reclassified 0%	CELDT Scores 0% Students reclassified 0%	CELDT Scores 0% Students reclassified 0%	Conditions of Learning <ul style="list-style-type: none"> Implementation of Common Core Use of Technology EL Coordinator Pupil Outcomes <u>Student Achievement</u> <ul style="list-style-type: none"> CELDT Results Local Assessments Writing Samples SOLOMS
School Culture/Social Emotional Learning Suspensions 0 Expulsions 0 Attendance 97%	Improve School Culture – Social Emotional <ul style="list-style-type: none"> Provide additional training in social interaction. EMHI (PIP) will be offered. Parent and community outreach and education Increase access to school psychologist. 	All	All		Suspensions 0 Expulsions 0 Attendance 97.5% Chronic absenteeism 0	Suspensions 0 Expulsions 0 Attendance 98% Chronic absenteeism 0	Suspensions 0 Expulsions 0 Attendance 98.5% Chronic absenteeism 0	Engagement <u>Parent involvement</u> <ul style="list-style-type: none"> Site Council Foundation Go Home Folders Conferences Wednesday Bulletins District Website

<p>Chronic absenteeism .25%</p> <p>School Climate survey is not distributed to K & 1 students</p>								<ul style="list-style-type: none"> • Attendance Letters <u>Pupil Engagement</u> <ul style="list-style-type: none"> • Student Conferences • Class Meetings • Attendance Reports • Motivational Assemblies <u>School Climate</u> <ul style="list-style-type: none"> • Pupil Engagement • Student Survey • Playground Log • Faculty Meetings • Aide Meetings
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Attendance Estimates at events • Currently- 50% 	<p>Increase Parent Involvement</p> <ul style="list-style-type: none"> • Encourage parent involvement and participation in school activities. • Encourage parent participation at information nights, such as Open House, Back to School Night, etc... 	<p>All</p>	<p>All</p>		<p>Participation in school events will grow to:</p> <p>53%</p>	<p>Participation in school events will grow to:</p> <p>56%</p>	<p>Participation in school events will grow to:</p> <p>59%</p>	<p>Engagement</p> <p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> • Site Council • Foundation • Classroom Volunteers • Evening Events • School Field Trips
<p>Maintain School Facilities</p> <p>Baseline: Facilities Inspection Tool – Good Repair</p>	<p>Maintain school facilities through regular inspection</p>		<p>All</p>		<p>Facilities Inspection Tool – Good Repair</p>	<p>Facilities Inspection Tool – Good Repair</p>	<p>Facilities Inspection Tool – Good Repair</p>	<p>Conditions of Learning</p> <ul style="list-style-type: none"> • Basic

<p>Provide access to a full range of classes to all students All students will have access to a full range of courses as demonstrated on report card for all students</p>	<p>Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students.</p>	<p>All</p>	<p>All</p>		<p>Maintain</p>	<p>Maintain</p>	<p>Maintain</p>	<p>Conditions of Learning Basic Course Access</p>
<p>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Improve Student Achievement Continue instructional programs supporting student learning.</p>	<p>All</p>	<p>All</p>		<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...) 80% District multiple measures</p>	<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...) 82% District multiple measures</p>	<p>Local Assessments (STAR Math, San Diego, Math Fluency, Trimester Cumulative Exam, etc...) 84% District multiple measures</p>	<p>Conditions of Learning <u>Basic Services</u> •HQT •Standards aligned curriculum <u>Implementation of Common Core State Standards</u> Common Core Training Smarter Balanced Testing 21st Century Learning Increased Use of Technology Pupil Outcomes Student Achievement Assessments Other Student Outcomes</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

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: 2015-16	Year 3: 2016-17
<p>Improve Student Achievement -ELA Continue instructional programs supporting student learning.</p> <p>All students have access to the full range of courses.</p>	<p>Conditions of Learning <u>Basic Services</u></p> <ul style="list-style-type: none"> •HQT •Standards aligned curriculum •Facilities maintained in good order. <p><u>Implementation of Common Core State Standards</u></p> <ul style="list-style-type: none"> •Common Core Training •Smarter Balanced Testing • 21st Century Learning •Increased Use of Technology <p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> •State Testing Results 	<p>Maintain Highly qualified teachers</p> <p>Continue differentiated academic settings in grade level segments.</p> <ul style="list-style-type: none"> •Maintain small class sizes in primary grades. •Classrooms will maintain classroom instructional assistants. • Continue after school Reading Tutoring program. • Continue Read Naturally intervention program. • Maintain student Individual Action Plans. • Continue EL intervention support 	LEA-Wide		<p>Maintain highly qualified teachers- salary and benefits LCFF funding \$164,864</p> <p>Purchase standards aligned materials LCFF funding \$5,751</p>	<p>Maintain highly qualified teachers- salary and benefits LCFF funding \$164,864</p> <p>Purchase standards aligned materials LCFF funding \$5,866</p>	<p>Maintain highly qualified teachers- salary and benefits LCFF funding \$164,864</p> <p>Purchase standards aligned materials LCFF funding \$5,983</p>

	<ul style="list-style-type: none">•CELDT Results• Local Assessments	<p>services.</p> <ul style="list-style-type: none">• Provide Intervention services for below proficient students will be maintained.•Reading Specialist will support language arts intervention.• Collaborative instructional decisions will be shared amongst grade level segments.• School/Home collaboration will be supported through the continuation of Accelerated Reading goals.• Summer School will be provided to students scoring below proficient on state or local assessments. <p>Assess student progress using formative, interim, and summative assessments.</p> <ul style="list-style-type: none">•DIBELS•Dolch•El Paso•STAR Literacy•Sound Units•Cal Lit Fluencies <p>Develop Individual Action Plans (IAP) for student support</p>					
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		<p>Implement High Quality Instructional Practices</p> <ul style="list-style-type: none"> • ELA Common Core • Segment Meetings • Highly Qualified Teachers • Standards Aligned Materials 					
<p>Improve Student Achievement -Math Continue instructional programs supporting student learning.</p> <p>All students have access to the full range of courses.</p>	<p>Conditions of Learning <u>Basic Services</u></p> <ul style="list-style-type: none"> • HQT • Standards aligned curriculum • Facilities maintained in good order. <p><u>Implementation of Common Core State Standards</u></p> <ul style="list-style-type: none"> • Common Core Training • Smarter Balanced Testing • 21st Century Learning • Increased Use of Technology <p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> • State Testing Results • CELDT Results • Local Assessments 	<ul style="list-style-type: none"> • Continue differentiated academic settings in grade level segments. • Maintain small class sizes in primary. • Classrooms will maintain instructional assistants. • Continue Math Tutoring program. • Maintain student Individual Action Plans. • Continue EL intervention support services. • Intervention services for below proficient students will be maintained. • Math Exchange will be kept to support all students at their own success level. • Math Specialist will be support differentiated math 	LEA-Wide		<p>Maintain highly qualified teachers- salary and benefits LCFF funding Listed above</p> <p>Purchase standards aligned materials LCFF funding Listed above</p>	<p>Maintain highly qualified teachers- salary and benefits LCFF funding Listed above</p> <p>Purchase standards aligned materials LCFF funding Listed above</p>	

		<p>instruction.</p> <ul style="list-style-type: none"> • Collaborative instructional decisions will be shared amongst grade level segments. • Summer School will be provided to students scoring below proficient on state or local assessments. <p>Assess student progress using formative, interim, and summative assessments.</p> <ul style="list-style-type: none"> • Unit Assessments • STAR Math <p>Develop Individual Action Plans (IAP) for student support</p> <p>Implement High Quality Instructional Practices</p> <ul style="list-style-type: none"> • Math Common Core • Segment Meetings • Highly Qualified Teachers • Standards Aligned Materials 					
<p>Improve Student Achievement – Common Core Deliver appropriate Common Core training</p>	<p>Conditions of Learning</p> <ul style="list-style-type: none"> • Implementation of Common Core 	<p>Create staff development plan for all staff that incorporates</p>	<p>LEA-Wide</p>		<p>Professional Development Workshops LCFF Funding</p>	<p>Professional</p>	<p>Professional</p>

<p>to 100% of instructional staff (certificated and classified)</p> <p>All students have access to the full range of courses.</p>		<p>Common Core and District goals.</p> <ul style="list-style-type: none"> • Curriculum Development • EL Strategies • Writing Instruction • Report Card 			<p>\$8,798</p>	<p>Development Workshops LCFF Funding \$8,974</p>	<p>Development Workshops LCFF Funding \$9,153</p>
<p>Improve Student Achievement -ELL Increase ELs who gain at least one language proficiency level, as measured by CELDT.</p> <p>Increase the percentage of ELs who are reclassified as Fluent English Proficient within 5 years of enrolling in school.</p> <p>All ELL students have access to the full range of courses.</p>	<p>Conditions of Learning</p> <ul style="list-style-type: none"> • Implementation of Common Core • Use of Technology <p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> • State Testing Results • CELDT Results • Local Assessments 	<p>Create staff development plan for all staff that incorporates EL strategies</p> <ul style="list-style-type: none"> • Curriculum Development • Writing Instruction • Academic Language • Individualized Technology 	<p>LEA-Wide</p>		<p>Professional Development Workshops LCFF Funding Listed above</p> <p>Use of Technology LCFF Funding \$6,000</p> <p>Use of Intervention Support LCFF Funding \$4,613</p>	<p>Professional Development Workshops LCFF Funding Listed above</p> <p>Use of Technology LCFF Funding \$6,200</p> <p>Use of Intervention Support LCFF Funding \$4,705</p>	<p>Professional Development Workshops LCFF Funding Listed above</p> <p>Use of Technology LCFF Funding \$6,400</p> <p>Use of Intervention Support LCFF Funding \$4,800</p>
<p>Improve School Culture –Social Emotional</p>	<p>Engagement <u>Parent involvement</u></p> <ul style="list-style-type: none"> • Site Council • Foundation • Go Home Folders * Conferences • Wednesday Bulletins • District Website • Attendance Letters 	<ul style="list-style-type: none"> • Provide additional training in social interaction. • EMHI will be implemented. • Parent and community outreach and education • Increase access to school psychologist. <p>Train and support staff for use of</p>	<p>LEA-Wide</p>		<p>Use of Toolbox LCFF Funding \$6,000</p>	<p>Use of Toolbox LCFF Funding \$2,000</p>	<p>Use of Toolbox LCFF Funding \$2,000</p>

	<p><u>Pupil Engagement</u></p> <ul style="list-style-type: none"> • Pupil Survey • Student Conferences • Class Meetings • Attendance Reports • Motivational Assemblies <p><u>School Climate</u></p> <ul style="list-style-type: none"> • Pupil Engagement • Student Survey • Playground Log 	<p>Toolbox.</p> <p>Place all committee meetings on District website.</p> <p>Develop parent and teacher understanding of the Character Attributes section of the Report Card.</p>			<p>EMHI Program \$3,099</p>	<p>EMHI Program \$3,161</p>	<p>EMHI Program \$3,224</p>
<p>Increase Parent Involvement</p> <ul style="list-style-type: none"> • Encourage parent involvement and participation in school activities. • Encourage parent participation at information nights, such as Open House, Back to School Night, etc.... 	<p>Engagement Parent Involvement</p> <ul style="list-style-type: none"> • Site Council • Foundation • Classroom Volunteers • Evening Events School Field Trips 	<p>Increase bilingual outreach support</p> <p>Increase use of school all-call system</p>			<p>No cost</p>	<p>No cost</p>	<p>No cost</p>
<p>Maintain school facilities through regular inspection</p>	<p>Conditions of Learning</p> <ul style="list-style-type: none"> • Basic 	<p>Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff.</p> <p>Increase custodial support services</p>	<p>LEA-Wide</p>		<p>\$11,974</p>	<p>\$12,213</p>	<p>\$12,457</p>

<p>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Other student outcomes</p>	<p>Implementation of Common Core</p> <p>Assess student progress towards mastery of content standards</p> <p>Improve pupil Engagement and articulation</p>	<p>LEA-Wide</p>		<p>Professional Development Workshops LCFF Funding Listed Above</p> <p>Use of Toolbox LCFF Funding Listed Above</p> <p>EMHI Program Listed Above</p>	<p>Professional Development Workshops LCFF Funding Listed Above</p> <p>Use of Toolbox LCFF Funding Listed Above</p> <p>EMHI Program Listed Above</p>	<p>Professional Development Workshops LCFF Funding Listed Above</p> <p>Use of Toolbox LCFF Funding Listed Above</p> <p>EMHI Program Listed Above</p>
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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
Student Achievement Improve Student Achievement –ELA and Math Continue instructional programs supporting student learning.		For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards.	LEA-Wide		LCFF Funding-Instructional Aide Support \$31,330	LCFF Funding-Instructional Aide Support \$31,956	LCFF Funding-Instructional Aide Support \$32,956
Improve Student Achievement -ELL Increase ELs who gain at least one language proficiency level, as measured by CELDT. Increase the percentage of ELs who are reclassified as Fluent English Proficient within 5 years of enrolling in school.	Conditions of Learning <ul style="list-style-type: none"> • Implementation of Common Core • Use of Technology Pupil Outcomes <u>Student Achievement</u> <ul style="list-style-type: none"> • State Testing Results • CELDT Results • Local Assessments 	For English learners as needed: Provide intervention services to English Learner students in need of additional support to meet grade level standards.			LCFF Funding-Instructional Aide Support \$6,858	LCFF Funding-Instructional Aide Support \$6,995	LCFF Funding-Instructional Aide Support \$7,135
		For foster youth:					
Improve Student Achievement	Conditions of Learning <ul style="list-style-type: none"> • Implementation of Common Core • Use of Technology 	For redesignated fluent English proficient pupils as needed: Instruction: <ul style="list-style-type: none"> • Continue integrated 	LEA-Wide		LCFF Funding-Supplemental See ELL for Fiscal	LCFF Funding-Supplemental See ELL for Fiscal	LCFF Funding-Supplemental See ELL for Fiscal

	<p>Pupil Outcomes <u>Student Achievement</u></p> <ul style="list-style-type: none"> • State Testing Results • Local Assessments 	<p>ELD instruction.</p> <p>Support:</p> <ul style="list-style-type: none"> • Provide summer ELD support • Integrate support programs for EL students. 			<p>Contribution</p>	<p>Contribution</p>	<p>Contribution</p>
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- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The District will receive approximately \$6,679 in Supplemental Grant Funding in 2014-2015 for District students. We have 31% unduplicated students. We do not qualify for Concentration Grant funding. We use these funds to support low income, foster youth, and English learner students through our intervention programs, summer school, and before and after school tutoring.

- 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 (MPP) for 2014-2015 is 1.29%. We are using the increased funds by increasing access to our summer school program for English learner students. We are also increasing the bilingual aide support program to provide greater access to upper grade students needing support in assimilating academic language. The addition of a certificated teacher over the previous use of a bilingual aide in summer school and the increased bilingual aide support with a certificated coordinator will exceed the 1.29% to be spent on unduplicated students compared to what is offered to 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.