

§ 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>10/10/13 - Board reviews LCAP background and planning process. 11/13/13 – Board reviews LCAP background and planning process 11/13/14 – District Committees review background on the LCAP (Leadership, Safety, Discipline, Technology, Special Education and Fiscal). It is agreed that the Fiscal Committee will serve as the LCAP Advisory Committee. 12/10/13 – Second Cup of Coffee Meeting address LCAP priorities 12/11/13 - District Committees provide input on LCAP priorities 12/4/13 – Board reviews LCAP background and planning process 1/16/14 - DELAC provides input to LCAP priorities 2/4/14 - Second Cup of Coffee Meeting address LCAP priorities 2/12/14 – LCAP Fiscal Advisory Committee meeting – addresses LCAP 2/20/14 - DELAC provides input to LCAP priorities 3/14 - Teachers take the Brightbytes survey to identify technology training needs 3/14 - District Newsletter addresses LCAP 3/11 & 14/14 - Second Cup of Coffee Meeting address LCAP priorities 3/6/14 - Board Meeting - Draft LCAP findings on priorities goes to the Board for review and comment. 3/12/14 – LCAP Fiscal Advisory Committee meeting – addresses LCAP 3/27/14 - DELAC Meeting re: LCAP 3-4/14 - Parent and teacher surveys on LCAP priorities distributed and then summarized. 4/17/14 - Middle School Student Focus Group to address LCAP input. 4/14: - Community notified about the availability of the LCAP and encouraged to submit comments orally at a DAC meeting or in writing 4/15/14 - SETA (Teacher’s Association) reviews LCAP and gives input on priorities 4/17/14 - Community Forum on the LCAP sponsored by the LCAP Fiscal Advisory Committee 4/25/14 - Findings on LCAP priorities and input from the Community Forum reviewed with</p>	<ul style="list-style-type: none"> ▪ At Second Cup of Coffee, Community Forum and DELAC meetings, EL parents identified that it would be beneficial to have a bilingual liaison to promote engagement of Hispanic/Latino parents. ▪ SETA and teacher surveys identified that professional development is needed on CCSS. ▪ Parent surveys and the Community Forum identified that parents want to continue innovative educational programs such as the multi-age program, strong elective and IB programs. ▪ The student focus group meeting identified changes to instructional practices and grading that have the promise of increasing student learning. ▪ Parent input at the community forum identified that parents are hearing from teachers that the teacher can’t teach large class sizes. ▪ Teacher technology survey identifies that teachers want and need additional training in technology <p><u>Note:</u> As a K-8 school district, the EAP, AP, High School drop out rate and high school graduation rate do not apply. Therefore, these are not addressed in our LCAP. SUSD addressed every state priority and this data is available in a chart format in our LCAP data document, which provides our district’s data in context with comparable data for the state average or Sonoma County average. The state does not provide MS dropout data for SUSD.</p>

<p>all teachers. Complete report on LCAP findings for demographics and the state priorities is placed in a binder in each staff room for review and comment.</p> <p>5/8/14 - Meet with SETA to review LCAP.</p> <p>5/15/14 - ELAC reviews and provides feedback on the final LCAP. Superintendent responds in writing to questions/comments per Ed Code. Notes on feedback are recorded and used either for edits or future reference.</p> <p>5/15/13 - LCAP Advisory Committee reviews and provides feedback on the final LCAP. Superintendent responds in writing to questions/comments per Ed Code. Notes on feedback are recorded and used either for edits or future reference.</p> <p>6/5/14 - Public Hearing Board Meeting addressing LCAP. A separate public hearing is held for the budget.</p> <p>6/11/14 - Board Meeting adopt LCAP and 14/15 Budget</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	
1) Highly trained teachers; NCLB fully credentialed teachers from DataQuest and SCOE reports. (Note: The District prepared a detailed analysis of all state priorities to determine which of the state priorities would	1) The District will continue to have NCLB highly qualified teachers and teachers will meet state requirements for assignments.	All	All		Students will continue to have fully qualified teachers with no misassignments	Students will continue to have fully qualified teachers with no misassignments	Students will continue to have fully qualified teachers with no misassignments	Priority 1

<p>meaningfully increase student achievement. The reviewer is advised to look at this document. For the reader's convenience, summary baseline rates will be repeated in this template.) Maintain 100% NCLB teachers and 100% of teachers certified as appropriately assigned based on state standards</p>								
<p>2) Facilities in good repair; as per Facilities Master Plan. (Note: The District has a FIT report FIT data is included in the LCAP supporting document but it is not a meaningful baseline given that the District is in the process of completing bond funded facility projects.) The FIT report will be used in future years when bond funded projects are completed.</p>	<p>2) The District will maintain an optimal environment for learning through implementing its Facilities Master Plan as scheduled (EC 17002(d)).</p>	All	All		<p>Facilities will be maintained to support the instructional program The Facilities Master Plan will be implemented as scheduled.</p>	<p>Facilities will be maintained to support the instructional program Master Plan will be implemented as scheduled.</p>	<p>Facilities will be maintained to support the instructional program Master Plan will be implemented as scheduled.</p>	Priority 1
<p>3) Students have access to standards-aligned instructional materials; annual Williams review and annual report to the Board on the availability and adoption of CCSS aligned instructional materials The Williams Report</p>	<p>3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will</p>	All	All		<p>Students will continue to have standards-aligned instructional materials; there will be new CCSS aligned curriculum materials for math</p>	<p>Students will continue to have standards-aligned instructional materials; there will be new CCSS aligned curriculum materials for ELA</p>	<p>Students will continue to have standards-aligned instructional materials; there will be new CCSS aligned curriculum materials for ELA</p>	Priority 1

<p>identifies that 100% of students have standards aligned curriculum materials.</p> <p>As noted in a later need, the District will be purchasing and implementing CCSS aligned instructional materials as they become available.</p>	<p>be reviewed and adopted as they become available.</p>							
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<p>4) Students need to be taught and engaged in learning the CCSS and 21st Century learning skills; classroom observations and progress on district benchmark assessments</p> <p>CCSS Aligned materials have not been adopted because the District has been advised that high quality materials, including supplemental materials are not yet available.</p>	<p>4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills defined in the District's strategic plan.</p>	<p>All</p>	<p>All</p>		<p>Instruction is increasingly more aligned with the rigor of the CCSS. Instruction is integrated and reflects best practices for student engagement. Teachers assess what students know and use this knowledge to plan instruction.</p> <p>The measurement will be observation of instruction using a CCSS instructional practices rubric and a locally developed pre/post benchmark assessments A baseline will be set in</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>	<p>Priority 2</p>
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					year 1.			
<p>5) Increased parents involvement and two-way communication are needed; parent and teacher surveys and selected participation rates</p> <p>On an April 2014 parent survey, parents were asked if the school regularly seeks parent input and participation. 95% at PS and 91% at BH agreed or strongly agreed that the school seeks parent input and participation.</p> <p>Participate rates on parent involvement activities will be identified and a baseline will be set for future targets</p>	<p>5) Parents are more involved and knowledgeable about their child's education</p>	All	All		<p>Students have parents who are involved in their education and openly communicate with the school and teachers</p> <p>Maintain current parent survey rate on the school regularly seeking parent input and participation.</p> <p>Increase participation in selected school activities in year 1 to set a base line.</p>	<p>Students have parents who are involved in their education and openly communicate with the school and teachers</p> <p>Same as year 1 for measures.</p>	<p>Students have parents who are involved in their education and openly communicate with the school and teachers</p> <p>Same as year 1 for measures.</p>	Priority 3

in year 1.								
<p>6) There is an achievement gap between White and EL, SED, SWD and Hispanic/Latino subgroups.</p> <p>The achievement gap can't be adequately shown in this format. See the attached document for a thorough analysis and explanation.</p> <p>At BH, the API gap between all students and the Hispanic/Latino subgroup is 122, 73 for SED, 248 for EL, and 255 for SWD. At PS, this gap is 57 for Hispanic/Latino, 43 for SED, 85 for EL and 153 for SWD, API</p>	<p>6) Close the achievement gap between EL, Hispanic/Latino, Socio Economically Disadvantaged, Students with Disabilities and White subgroups by 5% per year on district adopted benchmark assessments in ELA, math and science that are aligned to the CCSS.</p>	<p>All students and significant subgroups (White, EL, Hispanic/Latino, socio economically disadvantaged and Students with Disabilities)</p>	<p>All</p>		<p>Student's individual needs are addressed through instructional strategies including but not limited to RtI, small group instruction with Instructional Assistants. Students take benchmark assessments in ELA and math (sets a baseline) <u>Note:</u> The required state assessments will change so the state tests must be replaced with benchmarks until new state results are reported. The target for AMAO 2 > 5 is an increase of 4% per year and the target</p>	<p>Student's individual needs are addressed through instructional strategies including RtI. Subgroup performance is higher on ELA and math benchmarks than the baseline. Students take science benchmarks.</p>	<p>Student's individual needs are addressed through instructional strategies including RtI. Subgroup performance is higher on ELA and math benchmarks than the baseline. Students take science benchmarks.</p>	<p>Priority 4 & 8</p>

<p>scores will not be available in the next few years. District benchmarks will be used to monitor progress in closing the achievement gap.</p> <p>In 2012/13, 12% of students met AMAO 2 >5 years (target is 21.45%) and 32.4% met AMAO 2 < 5 years (target is 47%).</p> <p>Instructional Assistants will help with small group instruction to increase student achievement</p>					<p>for AMAO 2 < 5 years is 5% per year.</p>			
<p>7) Decrease the truancy rate (40.5% at BH, 27.2% at PS). Maintain the attendance rate (97.8%); district records</p>	<p>7) Decrease the truancy rate by 10% per year by school from the 2011/12 baseline.</p>	<p>All, students who are identified as truant in 2013/14</p>	<p>All</p>		<p>More students will be on time to school</p> <p>The truancy rate will decrease by</p>	<p>More students will be on time to school</p> <p>Same as year 1</p>	<p>More students will be on time to school</p> <p>Same as year 1</p>	<p>Priority 5</p>

<p>and DataQuest reporting</p> <p>The suspension rate is significantly below the County average at 3.4% for Parkside and .0% at Brookhaven.</p>	<p>Continue suspension and expulsion rates below the county average.</p>				<p>10% in year 1. A target will be set for year 2</p> <p>The suspension and expulsion rates will continue to be below the county average.</p>			
<p>8) Changes are needed in grading and student communication practices in classrooms to address students' perceptions of their middle school educational experience and to prepare students with 21st century learning skills; student focus group(s)</p> <p>(Data collected from 7th grade student focus group with 7 students.)</p>	<p>8) Students report that grading practices are clear and fair, that they clearly understand assignments and teacher expectations and that there are opportunities for them to be involved in improving the school culture.</p> <p>Continue to monitor CHKS survey data to identify if there is meaningful data for improving the school climate.</p>	<p>All</p>	<p>Brook Haven, grades 6-8</p>		<p>Students perceive that grading practices are clear and fair, that assignments are clear and that there are opportunities for student involvement in creating a positive school culture.</p> <p>There will be a pre/post student survey with a 10% improvement target. A target will be set for year 2.</p>	<p>Students perceive that grading practices are clear and fair, that assignments are clear and that there are opportunities for student involvement in creating a positive school culture.</p> <p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed.</p>	<p>Students perceive that grading practices are clear and fair, that assignments are clear and that there are opportunities for student involvement in creating a positive school culture.</p> <p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed.</p>	<p>Priority 6</p>

<p>The Healthy Kids Survey showed a very positive school culture. Students feel close to people at the school, am happy to be at the school, feel like they are part of the school. Given that CHKS did not provide enough data for a meaningful target, a student focus group was used to get more current and targeted information on how to improve the school culture and experience for students. (Data collected from 7th grade student focus group.)</p>					<p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed.</p>			
<p>9) Communicate to parents in existing schools and at</p>	<p>9) Sustain or increase the current enrollment to support the</p>	<p>All</p>	<p>All, including Castle Preschool</p>		<p>Students experience instructional strategies that address</p>	<p>Students experience instructional strategies that address</p>	<p>Students experience instructional strategies that address</p>	<p>Priority 6</p>

<p>Castle Preschool about how the school programs are addressing student needs with current class sizes; parent surveys and district enrollment (See attached report on enrollment.)</p>	<p>educational program defined in the District's strategic plan.</p>				<p>individual and small group needs and the educational program described in the strategic plan. Maintain or increase current enrollment of 585 students.</p>	<p>individual and small group needs and the educational program described in the strategic plan.</p>	<p>individual and small group needs and the educational program described in the strategic plan.</p>	
<p>10) Maintain and/or expand innovative program to retain enrollment of 585 students; parent survey data identifies that these programs are important and enrollment data On the 4/14 parent survey, 85% of parents reported that the IB program was important to them, 97% reported that the multi-age, elective and</p>	<p>10) Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project- Based Learning (such as Makers).</p>	<p>All</p>	<p>All</p>		<p>Students are enrolled in innovative programs Maintain enrollment of 585 students.</p>	<p>Students are enrolled in innovative programs</p>	<p>Students are enrolled in innovative programs</p>	<p>Priority 6</p>

physical education program was important to them,								
11) Maintain student access and enrollment in all required areas of study. Continue to provide a strong elective program; administrative review of student schedules All students have access to a full range of curriculum? (music, art, PE, library and foreign language in middle school)	11) All students have access to and are enrolled in all required areas of study. (EC51210 (a) to (i)) Students continue to have access to a strong and diverse elective program.	All with particular attention to ELs and SWDs	All, Brook Haven for elective program		All students have full access to and are enrolled in the full areas of study specified in Education Code. Students have access to a strong and diverse elective program. A review of schedules is held annually to ensure access.	All students have full access to and are enrolled in the full areas of study specified in Education Code. Students have access to a strong and diverse elective program.	All students have full access to and are enrolled in the full areas of study specified in Education Code. Students have access to a strong and diverse elective program.	Priority 7
12) Maintain high levels of physical fitness; California Physical Fitness Report (See attached for detailed data.) At 5 th and 7 th grades 75% of students	12) Students are physically fit. An average of 75% of students meet each of the six California Physical Fitness HFZ measures.	All	All		Students in grades 5 and 7 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. 75% of	Students in grades 5 and 7 receive instruction and extra practice on any HFZ physical fitness measure where less than 75% of students meet the target.	Students in grades 5 and 7 receive instruction and extra practice on any HFZ physical fitness measure where less than 75% of students meet the target.	Priority 8

already meet all but two measures.					students will meet every measure			
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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 from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) The District will continue to have NCLB highly qualified teachers.	Priority 1	The District’s practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE	LEA-wide		Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = \$ 11,375, funding source = LCFF \$2,483,164	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = \$ 11,375, funding source = LCFF \$2,525,865	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = \$ 11,375, funding source =

		on a periodic credentialing review.					LCFF \$2,569,420
2) The District will maintain an optimal environment for learning through implementing its Facilities Master Plan as scheduled (EC 17002(d)).	Priority 1	Complete projects on scheduled listed in the Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition. Continue to prepare a FIT report to monitor the status of facility needs and add these needs to the Facilities Master Plan as appropriate.	LEA-wide		Implement Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition Cost = \$ 31,145, funding source = LCFF (and unspecified bond funding) \$145,828	Maintain facilities in accordance with the Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition Cost = \$ 31,145, funding source = LCFF (and unspecified bond funding) \$147,801	Maintain facilities in accordance with the Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition Cost = \$ 31,145, funding source = LCFF (and unspecified bond funding) \$149,814
3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and adopted as they become available.	Priority 1	Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development on newly available CCSS aligned curriculum materials.	LEA-wide		Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in math. Confirm timeline for implementing ELA CCSS aligned instructional materials Cost = \$52,100 funding source = lottery and LCFF	-Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in ELA. (If this was determined to be the timeline in 2014/15.) -Continue refining math implementation. -Confirm timeline for implementing science instructional materials. Cost = \$51,000 funding source = lottery and LCFF (if ELA instructional materials are adopted and funds are available)	-Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available Next Generation Science Standards aligned curriculum materials in science (if this was the timeline set in 2015/16)). -Continue to refine implementation of ELA curriculum materials. Cost = \$46,900

							funding source = lottery and LCFF (if science instructional materials are adopted and funds are available)
4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21 st Century Learning skills defined in the District's strategic plan.	Priority 2	Teachers participate in professional development on CCSS and differentiated instructional strategies to address the needs of individual students and on use of technology for 21 st Century learning skills.	LEA-wide		Following professional development on staff development days, teachers work through PLCs to implement CCSS with special attention to meeting the needs of individual students and subgroups using RtI and are trained on how to use technology as an instructional tool and to give students access to 21 st Century learning skills. Cost = \$ 12,500 funding source = parcel tax	Supported with professional development on staff development days, teachers implement CCSS with special attention to meeting the needs of individual students and subgroups using RtI and are trained to use technology as an instructional tool and to give students access to 21 st Century learning skills. Cost = \$ 12,500 funding source = parcel tax	Supported with professional development on staff development days, teachers implement CCSS with special attention to meeting the needs of individual students and subgroups using RtI and are trained to use technology as an instructional tool and to give students access to 21 st Century learning skills. Cost = \$ 12,500 funding source = parcel tax
5) Parents are more involved and knowledgeable about their child's education	Priority 3	Use e-mail, memos, website, meetings and individual communications to invite parents to be more involved in their child's education through participating in school activities. There are a range of activities to fit parent needs and	LEA-wide		-Office and teachers focus on inviting parent participation in new ways and more consistently. -Increased opportunities for parent participation are planned at the school and classroom levels. -School website has	-Office and teachers continue to focus on inviting parent participation in new ways and more consistently. -Increased opportunities for parent participation are planned at the school and classroom levels. -School website has	-Office and teachers continue to focus on inviting parent participation in new ways and more consistently. -Increased opportunities for parent participation are planned at the school and

		interests. There is up – to-date information on school involvement on the website. Parents are accessing more information on their child’s schoolwork through the on-line grading program.			current information on school and classroom activities. -Grade data on the on-line grading program is up-to-date. Cost = \$ 5,000 funding source = LCFF (Technology Support)	current information on school and classroom activities. -Grade data on the on-line grading program is up-to-date. Cost = \$ 5,000 funding source = LCFF (Technology Support)	classroom levels. -School website has current information on school and classroom activities. -Grade data on the on-line grading program is up-to-date. Cost = \$ 5,000 funding source = LCFF (Technology Support)
Close the achievement gap between EL, Hispanic/Latino, Socio Economically Disadvantaged, Students with Disabilities and White subgroups by 5% per year on district adopted benchmark assessments in ELA, math and science that are aligned to the CCSS.	Priority 4 & 8	-Implement RtI intervention strategies school wide. - Benchmark assessments are developed to monitor student performance and progress on the CCSS in ELA and math. - Professional development is provided on instructional strategies including, project-based learning, multi-grade instructional strategies and critical thinking strategies as a means to increase student achievement for all students while closing the achievement gap. -Technology training addresses how to use	LEA-wide		-A baseline would be set with the fall 2014 administration of benchmarks. -Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using RtI. -Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs. Cost = \$32,500 funding source = parcel tax and LCFF Cost= Instructional	-Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using RtI. -Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs. Cost = \$32,500 funding source = parcel tax and LCFF Cost= Instructional Assistants =\$75, 010 \$15,752(Title III) \$10,726(LCFF/SAFE) \$48,532 (object 2100/SUPP)	-Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using RtI. -Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs. Cost = \$52,975 funding source = parcel tax and LCFF

		technology to provide targeted preview and review to address individual needs and to increasing individualized resources. -Instructional Assistants will help with small group instruction to increase student achievement			Assistants = \$73,539 \$15,569 (Title III) \$10,560 (LCFF/SAFE) \$47,411 (object 2100/SUPP)\$15,569 (Title III) \$10,560 (LCFF/SAFE) \$47,411 (object 2100/SUPP)		Cost= Instructional Assistants = \$76,510 \$16,067 (Title III) \$10,941 (LCFF/SAFE) \$49,502 (object 2100/SUPP)
7) Decrease the truancy rate by 10% per year by school from the 2011/12 baseline. Continue suspension and expulsion rates below the county average.	Priority 5	Implement/maintain a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes.	LEA-wide		The school office contacts parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. -Students are recognized for consistently getting to school on time. -Monitor the rate of truanancies to ensure that records are consistent with how the state counts truanancies. Cost = \$4,465 funding source = LCFF	The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. -Students are recognized for consistently getting to school on time. Cost = \$4,555 funding source = LCFF	The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. -Students are recognized for consistently getting to school on time. Cost = \$4,645 funding source = LCFF
8) Students report that grading practices are clear and fair, that they clearly understand assignments and teacher	Priority 6	-Using resources such as “How to Grade for Learning” a common set of grading practices are identified for consistent implementation.	Brook Haven grades 7-8		-Using input from student focus groups, teachers agree to common practices on grading, communicating expectation, and	-Teachers continue to implement common practices developed in year one with refinements identified from end of the year student focus groups.	-Teachers continue to implement common practices developed in year one with refinements identified from end

<p>expectations and that there are opportunities for them to be involved in improving the school culture.</p>		<ul style="list-style-type: none"> -Common practices for communicating teacher expectations and assisting students with directions are agreed upon. -A calendar for significant student assignments is developed so students will not have multiple large projects due at the same time. -Opportunities for students to be involved in improving the school culture are identified with student input. -Implement a Restorative Justice program. -Monitor findings from CHKS to identify if there are areas that school be addressed in the LCAP. 			<p>explaining directions.</p> <ul style="list-style-type: none"> -Teachers develop a calendar for large student assignments to help students learn how to manage their time. -Develop and implement Restorative Justice Program. -Using focus groups, students give input on how they can work together and with adults at school to provide a positive social/emotional culture at the school. -The student experience at grades 7-8 is monitored through focus group input. <p>Cost = \$ 0 (Training costs are embedded elsewhere.)</p>	<ul style="list-style-type: none"> -Continue Restorative Justice Program. -With staff support, students work together on activities to promote a positive social/emotional culture at the school. -The student experience at grades 7-8 is monitored through focus group input. <p>Cost = \$ 0</p>	<p>of year 2 student focus groups.</p> <ul style="list-style-type: none"> -Continue Restorative Justice Program. -With staff support, students work together on activities to promote a positive social/emotional culture at the school. -The student experience at grades 7-8 is monitored through focus group input. <p>Cost = 0</p>
<p>9) Sustain or increase the current enrollment to support the educational program defined in the District's strategic plan.</p>	<p>Priority 6</p>	<ul style="list-style-type: none"> -Provide professional development to staff on how to address the needs of all students with current class sizes through Response to Intervention (RtI), student engagement strategies, forming small groups based on formative assessment, teaching multi-grade classes, and using 	<p>LEA-wide</p>		<ul style="list-style-type: none"> -Provide professional development to staff on instructional strategies (including RtI and teaching multi-grade classes) and use of technology to address individual student needs. -Maintain a current District website that reflects a 21st Century educational program. 	<ul style="list-style-type: none"> -Use Community Forum findings to refine strategies (including RtI and teaching multi-grade classes) to sustain or increase current enrollment. -Provide either sustained or differentiated professional development on instructional strategies and technology 	<ul style="list-style-type: none"> -Use Community Forum findings to refine strategies (including RtI and teaching multi-grade classes) to sustain or increase current enrollment. -Provide either sustained or differentiated professional development on

		<p>technology for individualized review and practice.</p> <ul style="list-style-type: none"> -K teachers work closely with Castle Preschool to create linkages so parents will have experience with the district's primary program as part of the preschool program. -Develop a common message that conveys that the District can provide a high quality educational program with current class sizes. -Maintain a current District website that reflects the District's focus on a 21st Century educational program. 			<ul style="list-style-type: none"> -Plan joint activities between Castle Preschool and Park Side and Brook Haven Schools to introduce the school program to preschool families. -Meet with staff to develop a common message about the District's capability to provide a high quality educational program. -Hold a Community Forum to get input on the effectiveness of the strategies identified above and use findings to plan for year 2. <p>Cost = \$ 28,000 funding source = LCFF and \$25,000 from parcel tax for technology equipment</p>	<p>resources. The model to use will be determined based on observation of instruction.</p> <ul style="list-style-type: none"> -Maintain a current District website that reflects a 21st Century educational program. -Continue and expand joint activities with Castle Preschool. -Hold a Community Forum to get input on the effectiveness of the strategies identified above and use findings to plan for year 3. <p>Cost = \$ 8,000 funding source = LCFF</p>	<p>instructional strategies and technology resources. The model to use will be determined based on observation of instruction.</p> <ul style="list-style-type: none"> -Maintain a current District website that reflects a 21st Century educational program. -Continue and expand joint activities with Castle Preschool. -Hold a Community Forum to get input on the effectiveness of the strategies identified above and use findings to plan for next LCAP. <p>Cost = \$ 8,000 funding source = LCFF</p>
10) Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program,	Priority 6	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community. This may include IB, multi-age and/or Project-Based	LEA-wide		Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Cost = \$30,000 funding source Title II	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Cost = \$30,000 funding source Title II	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of

International Baccalaureate (IB) program and Project-Based Learning (such as Makers).		Learning.					school community Cost = \$30,000 funding source Title II
11) All students have access to and are enrolled in all required areas of study. (EC51210 (a) to (i)) Students continue to have access to a strong and diverse elective program.	Priority 7	Continue to ensure that all students have access to and are enrolled in the required areas of study. Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests.	LEA-wide		-Continue to provide a schedule that gives all students access to the required areas of study. -Continue to provide a strong and diverse elective program with offerings determined based on elective choices. -Survey students and parents annually about elective choices. Cost = \$ 93,215 funding source = LCFE	-Continue to provide a schedule that gives all students access to the required areas of study. -Continue to provide a strong and diverse elective program with offerings determined based on elective choices. -Survey students and parents annually about elective choices. Cost = \$ 95,080 funding source = LCFE	-Continue to provide a schedule that gives all students access to the required areas of study. -Continue to provide a strong and diverse elective program with offerings determined based on elective choices. -Survey students and parents annually about elective choices. Cost = \$ 96,980 funding source = LCFE
12) Students are physically fit. An average of 75% of students meet each of the six California Physical Fitness HFZ measures.	Priority 8	-Students in grades 5 and 7 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year.	LEA-wide		Based on the 2013 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = \$ 12,020 funding source = LCFE	-Based on the 2014 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = \$ 12,755 funding source = LCFE	-Based on the 2015 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = \$ 13,010 funding source = LCFE

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
Goals addressed are 4 (Rigorous CCSS aligned curriculum and 21 st Century learning skills), 5 (increased access for EL parents and economically disadvantaged (ED) parents through a liaison) and 6 (Close the achievement gap)	Priorities 2, 3 and 4	For low income pupils: Professional development is provided to teachers on instructional strategies such as Response to Intervention (RtI), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. -Technology training	LEA-wide		- Professional development Provided on 2 for 1.5 hours Wednesdays throughout the year by ELD Coordinator for all teachers -Technology training Two all day training plus 1 hour individual training for all certificated staff -In-service sessions for parents-(first Thursday of each month October through May one hour) -Provide classes for	Same as year 1. Cost = \$18,371 funding source = LCFF/SUPP	Same as year 2. Cost = \$18,922 funding source = LCFF/SUPP

		<p>addresses how to use technology to provide targeted preview and review to address individual needs.</p> <p>-The District will provide in-service sessions for parents to help them understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel.</p> <p>-The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities.</p>			<p>parents and their 3 and 4 year-old-children, Services provided by Pasitos every Wednesday 9-10:30a.m.(yearlong program beginning Sept.17th) Cost = \$0 funding source = LCFF/SUPP</p>		
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<p>Goals addressed are 4 (Rigorous CCSS aligned curriculum and 21st Century learning skills), 5 (increased access for EL parents and economically disadvantaged (ED) parents through a liaison) and 6 (Close the achievement gap)</p>	<p>Priorities 2, 3 and 4</p>	<p>For English learners: The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD. - The District will hire a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. - Professional development is provided to teachers on instructional strategies such as RtI, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. -The District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3)</p>	<p>LEA-wide</p>	<p>.35 FTE ELD Coordinator –Professional development subcommittee on EL RTI (six certificated staff meeting meeting at least five Wednesdays for 1.5 hours) -Spanish language support one hour every Tuesday -EL Services Coordinator provided by Bilingual Assistant at Parkside provided for 3 hours each school day -Parent liaison ESL classes or another means of providing English language development to parents. Planning to beginning in 2015 for six hours a month - Strategies including but not limited to RtI, small group instruction with Instructional Assistants. Provided for 3.5 hours each day by five instructional Aides Additional Counselor support provided by West County Community Services each Thursday (6 hours</p>	<p>Continue actions from year 1 with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs of English Learners. Cost = \$72,285 funding source = LCFF Supplemental \$18,388 (object 1100), \$47,411 (object 2100), LCFF \$6,486 (object 2420)</p>	<p>-Same as year 2. Cost = \$73,235 funding source = LCFF Supplemental \$19,338 (object 1100), \$47,411 (object 2100), LCFF \$6,486 (object 2420)</p>
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		<p>academic vocabulary development specific to each curricular area; 4) use of structured oral discourse; 5) active student engagement; 6) structured class discussion openers</p> <ul style="list-style-type: none"> -Teachers will identify students in their classes who are near English Language Proficiency as measured by the CELDT. -Using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). -Each teacher will identify students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. -District will ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms: <ol style="list-style-type: none"> 1. Structured Class Discussion Openers 2. Active Engagement Strategies 3. Academic Vocabulary Development - Data from formative assessments will be submitted to site 			<p>a week) Cost = \$25,000 Support Group Cost = \$77,733 funding source = LCFF Supplemental \$17,836 (object 1100), \$47,411 (object 2100), LCFF \$6,486 (object 2420), \$6,000 (object 5830)</p>		
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		<p>administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy of strategies and sharing best practices.</p> <ul style="list-style-type: none">- Spanish language support will be offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts.-EL Services Coordinator will ensure that translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings-District will provide information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information.					
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		<ul style="list-style-type: none">-General information meetings conducted in Spanish will be provided annually in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs.-Provide a parent liaison that will work with parents to increase their involvement in their child's education. Liaison works with DELAC to solicit parent input.- District seeks options for ESL classes or another means of providing English language development to parents.-Hold EL Family Support Group where parents learn how to use technology while their child receives homework help.					
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<p>6 (Close the achievement gap)</p>	<p>Priority 4</p>	<p>For foster youth: If there is a foster student, the District will work with the SCOE Foster Youth Coordinator and/or foster parents to plan how to differentiate instruction using RtI to teach the student from where they are and to accelerate their learning as needed to access grade level content. Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of foster youth. -Additional technology resources will increase options for addressing individual needs. -The school counselor will be available to provide individual support as needed to address social/emotional and/or academic issues.</p>	<p>LEA-wide</p>		<p>-Professional development for teachers -School Counselor Cost = \$25,000 funding source = parcel tax (object 1100)</p>	<p>Same as year 1. Cost = \$25,000 funding source = parcel tax</p>	<p>Same as year 2. Cost = \$25,000 funding source = parcel tax</p>
<p>Goals addressed are 4 (Rigorous CCSS aligned curriculum and 21st Century learning skills), 5 (increased access for EL parents and economically disadvantaged (ED) parents through a liaison) and 6 (Close the</p>	<p>Priorities 2, 3 and 4</p>	<p>For redesignated fluent English proficient pupils: -The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part of classroom practice. Students also have scheduled ELD instruction.</p>	<p>LEA-wide</p>		<p>-Professional development for teachers -EL coordinator Cost = \$17,616 funding source = Title III (\$890)/LCFF (\$16,726)</p>	<p>-Continue actions from year 1 with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs</p>	<p>-Same as year 2. Cost = \$46,360, funding source = Title III/LCFF</p>

achievement gap)		<p>-Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students.</p> <p>-The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in communication with teachers about student progress and strategies.</p> <p>-Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners.</p>				<p>of R-FEP students. Cost = \$46,360, funding source = Title III/LCFF</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 total increase in funding for low income (SED), foster youth and English learner pupils is \$205,974. These funds provide specific and targeted services to address the specific needs of these subgroups that are beyond the funding for the base program for all students. SED youth in particular will benefit from teachers being trained in Response to Intervention (Rtl), engaging instructional strategies, parent inservice on how to understand their role in the school system and parent/child classes on how to read with a child and school readiness activities. EL youth in particular will benefit from having an ELD Coordinator to ensure full implementing, monitoring and support of the Title III Plan. Teachers will

have more ELD training through implementation of the Title III plan, implementation of increased Rtl strategies, instructional strategies that support ELD and increased access to course curriculum and vocabulary development, increased teacher awareness of individual student's CELDT level and specific needs on components of the CELDT, implementation of new school wide ELD strategies, increased use of data for monitoring student progress, Spanish support for students at the lowest CELDT levels, translated information provided by the EL Services Coordinator, a bilingual parent liaison who will work with parents and DELAC to increase parent involvement, ESL classes so parents can increase their English proficiency, and technology training for parents while student receive homework assistance. For foster youth in particular, the teachers, administration and school counselor will work with the SCOE foster Youth Coordinator and/or foster parents to differentiate instruction using Rtl and provide access to additional technology resources to individualize instruction. R-FEP students will benefit from the strategies implemented for EL students and in addition will be monitored as a subgroup and individually to ensure that students are continuing to make progress in core classes. Students will receive additional support through Rtl as needed. Use of these funds will be specific to the subgroups (not school wide or district wide).

- 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 the 2014-15 school year was calculated using the v15.1 FMAT Calculator as 5.66%. We have achieved this minimum proportionality percentage in increased instructional and support service time to our unduplicated students by 5.66%. We achieved this percentage by comparing the 32,023 additional hours of service for lower (SED), foster youth and English learner pupils (32,023 hours of service / 536 students = approximately 59.7 hours additional hours per student in a year) to the total hours of instruction for all students of 616,936 hours (616,936 / 536 students = approximately 1,151 hours per year) . This represents increased services of 5.19% (32,023/616,936 OR 59.7/1,151). The district furthermore contributes \$19,000 from the General Fund to provide nutritional meals to the low-income pupils which represents an additional .53% (19,000/3,642,046) of increased services. In total, the increased services to unduplicated count pupils is 5.72% (5.19% + .53%), which exceeds the district's minimum proportionality of 5.66%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.