

# **Local Control and Accountability Plan 2014-15**

**Apple Blossom  
Elementary School  
(District 53- Fund 01)**

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

**Introduction:**

**LEA: Twin Hills Union School District: Apple Blossom School Contact (Name, Title, Email, Phone Number): Barbara Bickford, Ed.D., Superintendent, [bbickford@twinhillsusd.org](mailto:bbickford@twinhillsusd.org), 707-823-0871 LCAP Year: 2014-2015**

***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>The LEA (Apple Blossom School) provided many opportunities for parents, teachers, and community members to be involved in gathering data and information. Information to Board: Jan; Feb; Mar; Apr 2014.</p> <p>At each board meeting information was provided about LCFF and LCAP. As new information was learned about the process the Board was updated.</p> <p>Parent Survey April 1-18, 2014 123 parents completed a survey about the eight priority areas. The survey was provided in English and Spanish.</p> <p>Community Forum April 14, 2014 This meeting was attended by AB principal, superintendent, and one parent.</p> <p>ELAC Parent Forum April 14, 2014 This meeting, conducted in Spanish, was attended by several parents.</p> <p>Technology Survey, Parents &amp; Students, Feb 10-28, 2014 The BrightBytes Survey was taken online by students in grades 3-5 and by parents and teachers.</p> <p>Meeting with Principal, teachers, and staff, Feb - April 2014 Principal Rosenquist met with her leadership team and site council to discuss the LCAP and eight priority areas.</p> <p>Review of CST data, benchmarks, report cards Data was used to provide information on performance of significant subgroups.</p>	<p><b>Board Meeting</b> - At the April meeting the Board reviewed and updated Goals to meet LCAP priorities.</p> <p><b>Parent Survey and Meeting Input</b> - Discussions with parents and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Apple Blossom School. Some parents noted a lack of sufficient challenge for advanced students. There is interest in more art at all grades and more music in primary grades. ELAC parents were very positive about the academic opportunities for their children.</p> <p><b>Review of Data</b> - The most recent CST data indicates an achievement gap in significant subgroups: low income and EL. Gap areas include ELA and Math. Current programs and services are positively influencing student achievement. An increase of these services and the addition of services could have a positive effect on student achievement.</p> <p><b>Technology Survey</b> - This survey indicates a need for professional development in application of technology and effectively using technology to support student learning goals and outcomes.</p>

Involvement Process	Impact on LCAP
Review of Final Draft with School Site Council: June 11 , 2014  Board Meeting for Public Hearing of LCAP and Budget: June 25, 2014.  Board Meeting for Approval of LCAP and Budget: June 27, 2014.	

## **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) require the annual update to include a review of progress towards the goals and describe any changes to the goals. ) 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*

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

**Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Students need to attain proficiency in Common Core State Standards and be prepared for success in the 21<sup>st</sup> Century.</p> <p>Metric: CST; SBAC; CELDT. Baseline CST results: ELA 62.5% proficient and Math 67.7% proficient.</p> <p>Common Core State Standards Implementation baseline = 25%</p>	<p>Goal 1 To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21<sup>st</sup> century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets</p>	All	Apple Blossom	<p>Establish CAASPP ELA and Math proficiency baselines.</p> <p>100% of Math CCSS fully implemented.</p> <p>English Learners: 50% of English Learners will increase by one CELDT level annually.</p> <p>There are currently less than 30 EL students. Increase reclassification by 2% = 16%.</p>	<p>CAASPP targets to be determined using baseline data.</p> <p>100% of ELA/ELD and Math CCSS fully implemented.</p> <p>English Learners: 55% of English Learners will increase by one CELDT level annually.</p> <p>Increase reclassification rate by 2% = 18%</p>	<p>CAASPP targets to be determined using baseline data.</p> <p>100% ELA/ELD, Math, and Science fully implemented.</p> <p>English Learners: 60% English Learners will increase by one CELDT level annually.</p> <p>Increase reclassification rate by 2% = 20%.</p>	<p>Outcomes Priority 4 Student Achievement Priority 8 Other student outcomes</p> <p>Conditions of Learning Priority 1 Basic Services Priority 2 Implementation of Content and Performance Standards</p> <p>Priority 7: Course Access</p>	



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
CELDT: All EL students increase one level annually. Baseline: 32% increased one or more levels. Reclassification rate = 14%  API: N/A A-G: N/A CTE: N/A AP: N/A EAP: N/A	21 <sup>st</sup> century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.							
Basic: Students need all teachers to be highly qualified and appropriately assigned. Baseline: 100% of teachers are highly qualified.		All	Apple Blossom		Continue to insure that 100% of teachers are appropriately assigned and highly qualified.	Continue to insure that 100% of teachers are appropriately assigned and highly qualified.	Continue to insure that 100% of teachers are appropriately assigned and highly qualified.	Basic: Priority 1: Highly qualified teachers

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students need standards aligned instructional materials Baseline (Williams). 100% of students have standards aligned instructional materials.		All	Apple Blossom		100% of students will have access to standards aligned instructional materials.	100% of students will have access to standards aligned instructional materials.	100% of students will have access to standards aligned instructional materials.	Basic: Priority 1 Instructional Materials
Students need to be physically active. Metric: Physical Fitness test results. Baseline: 71% on average are in the Healthy Fitness Zone		All	Apple Blossom		75% of students will test in the Healthy Fitness Zone.	80% of students will test in the Healthy Fitness Zone.	80% of students will test in the Healthy Fitness Zone.	Other Student Outcomes: Priority 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Course Access Baseline: All students have access to music, art, PE and library.		All	Apple Blossom		Continue to provide 100% of students PE, art, music, and library services.	Continue to provide 100% of students PE, art, music, and library services.	Continue to provide 100% of students PE, art, music, and library services.	Priority 7: Course Access
Students need a safe, supportive, respectful environment in order to learn.  Metric: Healthy Kids Survey Baseline: 86% of students stated they felt safe at school all or most of the time.	Goal 2 To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.	All	Apple Blossom		Maintain current level of suspensions and expulsions.  Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time.	Maintain current levels of suspension and expulsion.  Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time.	Maintain current levels of suspension and expulsion.  Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of	Engagement Priority 6 School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
# Suspensions (Baseline Less than 1%) and Expulsions (Baseline 0%)								
Students need parents to be involved in the school community. 75% of parents attend conferences, open house, and back to school night.		All	Apple Blossom		Maintain strong involvement of parents as measured by attendance at events and conferences.	Maintain strong involvement of parents as measured by attendance at events and conferences.	Maintain strong involvement of parents as measure by attendance at events and conferences.	Priority 3 Parental Involvement and Input.
Students need clean and safe buildings and grounds.  FIT Survey: All rating are good.		All	Apple Blossom		Continue to maintain clean and safe buildings and grounds with FIT ratings all good.	Continue to maintain clean and safe buildings and grounds with FIT ratings all good.	Continue to maintain clean and safe buildings and grounds with FIT ratings all good.	Priority 1: Basic Services Williams

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student Engagement:  Attendance Baseline: 96.78%  Chronic Truancy Baseline 0%		All	Apple Blossom		Maintain current attendance and chronic absenteeism rates.	Maintain current attendance and chronic absenteeism rates.	Maintain current attendance and chronic absenteeism rates.	Priority 5 Student Engagement
Middle School Drop out rates: N/A High School drop our rates: N/A High School Graduation Rates: N/A		All	Apple Blossom		N/A	N/A	N/A	

### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21 <sup>st</sup> century	Priority 1	Highly Qualified teachers in all classrooms	LEA = Apple Blossom School		Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,360,919 (Obj 11x, 3xx1)	Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,403,123	Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,447,811
	Priority 2, 4, 8	WIN: What I Need Now. ELA Rtl leveled support program for intervention and challenge to meet individual student learning goals.	LEA = Apple Blossom School		Staffing/Instructional Materials Funded: LCFF Base, Supplemental \$7,890 (Obj 11x,3xx1) \$4,300 (Obj 21x, 3xx2)	Staffing/Instructional Materials Funded: LCFF Base, Supplemental \$8,140  \$4,470	Staffing/Instructional Materials Funded: LCFF Base, Supplemental \$8,400  \$4,620

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
	Priority 1, 2, 4	Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers and one .8 Title I Teacher.	LEA = Apple Blossom School		Salary, Benefits, Instructional Materials Funded: LCFF Base/Supplemental, Federal, Lottery \$134,405 (obj 11x, 3xx1) \$56,020 (obj 11x, 3xx1) \$1,500 (Obj 4x)	Salary, Benefits, Instructional Materials Funded: LCFF Base/Supplemental, Federal, Lottery \$138,580  \$57,780  \$1,530	Salary, Benefits, Instructional Materials Funded: LCFF Base/Supplemental, Federal, Lottery \$143,010  \$59,640  \$1,560
	Priority 1, 2, 4, 8	Grade Level collaborative planning	LEA = Apple Blossom School		Substitute Costs for 2 half-days days per teacher per trimester. Funded: LCFF Base \$8,530 (Obj 1x, 3xx1)	Substitute Costs for 2 half-days days per teacher per trimester. Funded: LCFF Base \$8,950	Substitute Costs for 2 half-days days per teacher per trimester. Funded: LCFF Base \$9,415
	Priority 1, 2, 4	Dreambox online math program for all students	LEA = Apple Blossom School		Renewal of Licenses Funded: LCFF Base/Supplemental \$5,000 (Obj 43x)	Renewal of Licenses Funded: LCFF Base/Supplemental \$5,100	Renewal of Licenses Funded: LCFF Base/Supplemental \$5,200
	Priority 1, 2, 4	Lexia Reading program to support	LEA = Apple Blossom School		Renewal of Licenses Funded: LCFF Base/Supplemental	Renewal of Licenses Funded: LCFF Base/Supplemental	Renewal of Licenses Funded: LCFF Base/Supplemental



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		emerging readers			\$5,000 (Obj 43x)	\$5,100	\$5,200
	Priority 2, 7, 8	Continue to provide art, music, PE, and other enrichment classes.	LEA = Apple Blossom School		Staff/teacher salary, materials Funded: LCFF Base/Supplemental \$18,385 (Obj 11x, 3xx1) \$47,000 (Objs 43x, 58x)	Staff/teacher salary, Materials Funded: LCFF Base/Supplemental \$18,955 \$47,950	Staff/teacher salary, Materials Funded: LCFF Base/Supplemental \$19,560 \$48,900
	Priority 1, 2, 7, 8	Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	LEA = Apple Blossom School		Professional Development Funded: LCFF Base/Supplemental, Federal \$13,700 (Obj 52x) \$3,385 (Obj 11x, 3xx1)  Common Core carryover from 13-14 is not budgeted until August and a portion of the carryover will be budgeted for Prof. Development.	Professional Development Funded: LCFF Base/Supplemental, Federal \$13,975 \$3,490	Professional Development Funded: LCFF Base/Supplemental, Federal \$14,250 \$3,600

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
	Priority 2, 4, 8.	Develop and implement instructional goals for technology.	LEA = Apple Blossom School		Professional Development and technology tools Funded: LCFF Base, Lottery \$9,000 (Obj 43x, 44x)	Professional Development and technology tools. Funded: LCFF Base, Lottery \$9,000	Professional development and technology tools. Funded: LCFF Base, Lottery \$9,000
		Standards aligned instructional materials.	LEA = Apple Blossom School		Examine and pilot Math textbooks and materials. Funded: LCFF Base \$120,000 (Obj 41x) Purchase supplemental ELA and math materials. Funded: LCFF Base & Supplemental \$30,000 (Obj 41x)	Purchase math textbooks. Funded: LCFF Base \$61,200 Examine and pilot ELA textbooks and materials. \$61,200 Purchase supplemental materials as needed Funded: LCFF Base & Supplemental \$30,600	Purchase ELA textbooks and materials. Funded: LCFF Base \$124,850 Purchase supplemental materials as needed. Funded: LCFF Base & Supplemental \$31,200
Goal 2 To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and	Priority 6 School Climate	Review available character education programs and select those to implement with fidelity: SecondStep; Conflict	LEA = Apple Blossom School		Review programs to expand or purchase. Implement selected programs. Funded: LCFF Base \$5,000 (Obj 43x)	Implement selected programs. Funded: LCFF Base \$5,100	Implement selected programs. Funded: LCFF Base \$5,200

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
parents.		Managers; Solution Team; Lifeskills; and Best Program.					
	Priority 5	Monitor student attendance.	LEA = Apple Blossom School		Office staff monitor student attendance Funded: LCFF Base \$2,200 (Obj 58x)	Office staff monitor student attendance Funded: LCFF Base \$2,245	Office staff monitor student attendance Funded: LCFF Base \$2,290
	Priority 5, 6	Continue to offer PIP program to students K-3.	LEA = Apple Blossom School		Salary Funded: LCFF Base, Local \$3,600 (Obj 1x, 3x)	Salary Funded: LCFF Base, Local \$3,730	Salary Funded: LCFF Base, Local \$3,875
	Priority 3	Continue parent and community volunteer program, outreach, and education (CBET), ELAC, Wellness Committee Education activities, Site Council.	LEA = Apple Blossom School		Staff Salary, Benefits Funded: LCFF Base/Supplemental \$4,385 (Obj 1x, 2x, 3x)	Staff Salary, Benefits Funded: LCFF Base/Supplemental \$4,535	Staff Salary, Benefits Funded: LCFF Base/Supplemental \$4,680

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
	Priority 1	Provide Custodial Services	LEA = Apple Blossom School		Salary, Benefits, Supplies Funded: LCFF Base \$116,860 (Obj 22x, 3xx2)	Salary, Benefits, Supplies Funded: LCFF Base \$120,900	Salary, Benefits, Supplies Funded: LCFF Base \$125,200
	Priority 5, 6	Provide Campus Supervision	LEA = Apple Blossom School		Staff salary Funded: LCFF Base \$41,050 (Obj 29x, 3xx2)	Staff salary Funded: LCFF Base \$42,390	Staff salary Funded: LCFF Base \$43,820

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
Goal 1 To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21 <sup>st</sup> century.	Priority 1, 2, 4,	For low income and EL students: Hire a highly qualified teacher to serve as an Instructional Support Teacher to offer a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient.	LEA = Apple Blossom School		Salary, Benefits, Professional Development, Instructional Materials. Funded: LCFF Supplemental \$61,300 (Obj 1x, 3xx1) \$15,000 (Obj 41x)	Salary, Benefits, Professional Development, Instructional Materials. Funded: LCFF Supplemental \$63,200 \$15,300	Salary, Benefits, Professional Development, Instructional Materials. Funded: LCFF Supplemental \$65,200 \$15,600
	Priority 2, 4	For low income pupils: Hire instructional assistant to provide support services to underachieving	LEA = Apple Blossom School		Salary, Benefits Funded: LCFF Supplemental \$4,300 (Obj 2x, 3xx2)	Salary Funded: LCFF Supplemental \$4,470	Salary Funded: LCFF Supplemental \$4,620

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
		students in math and ELA in a push in model.					
	Priority 2, 4	For English learners: The EL population is 6.5%. Hire instructional assistant to provide additional support for ELA especially in written expression.	LEA = Apple Blossom School		Salary, Benefits Funded: LCFF Supplemental \$14,040 (Obj 2x, 3xx2)	Salary Benefits Funded: LCFF Supplemental \$14-565	Salary Benefits Funded: LCFF Supplemental \$15,132
		For foster youth: 0 Foster Youth					
	Provide 2, 4, 7	For redesignated fluent English proficient pupils: Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	LEA = Apple Blossom School		Achievement monitored by Instructional Support Teacher. Costs shown on previous page.	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.

- 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.)

Supplemental Grant funding is projected at \$72,316 for 2014-15 based on the BASC LCFF calculator's MPP worksheet. This is an increase of \$42,416 from prior year. This school has 28.09 percent of enrollment of unduplicated pupils. These funds will be spent on the students attending this elementary school. Expenditures include hiring of a highly qualified Instructional Support Coordinator and increase EL instructional assistant hours. The Instructional Support Coordinator will provide instructional support to teachers and instructional assistants who work with unduplicated students, as well as other students. This teacher may provide direct instruction, analyze student achievement data, provide support to grade level teams in the implementation of common core state standards and differentiation, provide parent education, and other assigned tasks. Instructional assistants will be hired to provide direct service to English Learners and for student support during classroom math instruction.

- 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.

According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2014-15 is 2.36%. To achieve minimum proportionality we are providing increased instructional services. These services are increasing for unduplicated students by providing additional instructional support for English Learners and for students not proficient in math. In addition the highly qualified Instructional Support Teacher will work directly with students and will provide support for grade level teams to develop differentiation strategies for these students in the classroom. The cost of the Support Teacher is over \$61,000, when compared to the cost of certificated teachers in the base program of over \$1,360,000, the increase in services is over 4%.

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.