

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

Woodside School District completed a strategic plan process in 2011-2012 that included thorough constituent engagement. The strategic goals are reviewed every other month at the Board level. In addition to our strategic goals we have established annual SPSA goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students. We have GATE, EL and Tinsley program related goals every year. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2nd grade.

The seven goals listed below are included in either our five year (2014-2015 is year three) strategic plan or 2014-2015 SPSA.

1. GATE

The Woodside School/District GATE model engages all students and is primarily centered on differentiated instruction and access to instructional opportunities that focus on depth and complexity when appropriate. All teachers receive training in differentiation and GATE strategies. WSD uses the Cogat test as a universal screening tool at the third and sixth grade. Scores inform pull out opportunities during leveled math time in the third, fourth and fifth grade. The pull out time is used to provide instruction in coding.

Our current year goals establish the need for better communication regarding our GATE program. This work will extend into the 2014-2015 school year. We will focus on including concrete definitions and examples of differentiation in each grade level on our website and sent out in key communications.

In addition to communication we are interested in assessing the level of depth and complexity practice in the classroom. This work will require a needs assessment and a corresponding training plan.

2. English Language Development

Our ELD service model is fully developed and well staffed. The next steps for the program include the bolstering of our DELAC committee and management of ELD progress monitoring and reclassification process.

Our district has recently purchased and is in the process of rolling out a student performance database. This tool will make the gathering of data to inform program details more realistic.

3. Campus Safety

Our district has worked diligently to establish a training cycle for our staff to address all safety related scenarios. We introduced dangerous intruder training and drills two years ago. We continue to work with local law enforcement and county resources to establish common language and protocols for response to dangerous situations.

The 2014-2015 school year will include further training for key staff regarding county agreements in protocols. A subsequent training plan for all staff will be established. We are also replacing our long-term shelter in place supplies to support our needs in the event of a substantial crisis.

4. World Languages

We now offer a half year of Spanish and Mandarin each in the fifth grade. At the end of the fifth grade, students choose a language to study for three years. 2013-2014 was the first year of offering two languages. A small number of students and the sixth, seventh and eighth grade studied Mandarin this year.

The 2014-2015 school year will include an analysis and program plan for leveled mandarin based on skill not grade level.

5. Middle School Schedule

Woodside Middle School offers a 8 period program including a 2 period block of ELA, Math, Science, Language, PE/Music, Social Studies and electives. The instructional periods are 43 minutes long. We have established the need for more instructional minutes in math and regular opportunities for longer class periods for Science, Math and Social Studies.

During the next school year we will pilot a modified block schedule to meet the later goal. The design program will be supported by having some longer class periods to provide in depth instruction. We will also implement a change to our elective program to allow all MS students one more math period per week.

6. Design Thinking

Woodside has committed to providing a fully developed design thinking program for the 2014-2015 school year. We are in the midst of hiring a design lead teacher, securing money to build a 2,000 square foot design lab and establishing a design curriculum to support existing class experiences.

7. CCSS

During the existing school year we worked with WestEd to transition our reading program TK-8 to fully reflect CCSS. We are rolling out Lucy Calkins Units of Study in writing next year. Teacher's College is providing training for our TK-5 grade teachers in August of 2014 and the Middle School ELA teachers and Dr. Beth Polito are attending the summer institute in writing in June 2014.

The LCAP advisory and school administration reviewed the metrics required by edcode for this accountability plan. Data dictates that our areas of focus remain EL, early intervention and outreach services that serve our low income and EL students.

Student Achievement

Woodside students do well on state testing. The last three years of API scores were well in the high 900's with this last year's score coming in at 963. Standardized testing for 2013 illustrates that our students ELA scores are as follows for proficient and advanced; 88% in 2nd grade, 83% in 3rd, 94% in 4th, 94% in 5th, 93% in 6th, 98% in 7th and 95% in 8th grades. Math scores as follows for proficient and advanced; 90% in 2nd grade, 94% in 3rd grade, 97% in 4th grade, 98% in 5th grade, 85% in 6th grade, 76% in 7th grade and 90% in 8th grade.

Our English learners are very well supported at Woodside with our EL API falling in the mid 800's each of the last three years.

Student Engagement

Our attendance average for 2012-2013 is 95.76%.

Woodside graduates 100% of its students each year.

Other Student Outcomes

All our students take the MARS exam, a math performance exam. The CoGAT exam is given as a universal screening tool in 3rd and 6th grade.

School Climate

We have a 0% expulsion rate and our last formally reported suspension rate was .7% in 2010-2011. **Parental Involvement**

Woodside has a very active school foundation, School Site Council and PTA. Parents have opportunities to weigh in on key initiatives through these established venues as well as focused task forces that are established to address initiatives such as the strategic plan and design thinking task forces.

Basic Services

All of our teachers are assigned appropriately. And 100% are highly qualified.

Implementation of CCSS

WES is on schedule to be in full alignment with the CCSS for the 2014-2015 school year. Math curriculum has been rewritten to align with the standards, our reading program has been re-aligned to match the expectations of non fiction and fiction expectations of the CCSS. And WES will fully implement the CCSS aligned Units of Study by Lucy Calkins for the 2014-2015 school year.

Course Access

All WES students are provided equal opportunities to access all coursework.

LEA: Woodside Elementary Contact: Dr. Beth Polito, Superintendent/Principal, 650-851-1571 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>All WES constituent groups have had a chance to consider the LCAP process in light of our being a locally funded school district. The eight state priorities have been reviewed in light of our local priorities.</p> <p>The Board of Trustees established the School Site Council as the LCAP advisory committee in the fall of 2013. The SSC has discussed and reviewed engagement opportunities, the LCAP template and three drafts of the plan in January, March and May of 2014. The SSC will consider approving the plan at our May 5th council meeting.</p> <p>The Board of Trustees has reviewed the LCAP template, discussed engagement in the February and April board meetings. The Board will open the hearing to consider the plan on May 13, 2014 and consider approval of the plan June 10, 2014.</p> <p>The staff at WES reviewed the LCAP and two staff meetings in January and March of 2014. The PTA reviewed a draft of the plan April 30th.</p> <p>The DELAC has reviewed the draft plan once and will consider it one more time on May 20th.</p>	<p>The PTA meeting revealed an interest in clarifying how middle school EL students receive support in their day. Goals for 2014-2015 will include program clarification for EL students in our middle school. Program descriptions will be communicated to parents via DELAC and our website.</p> <p>The SSC has reviewed the plan in great lengths each step of the development phase. Feedback has included our need to more fully describe our world language program in middle school and to flush out our Tinsley Outreach work. Our 2014-2015 LCAP goals include continued work in Tinsley outreach and further development of our world language program.</p> <p>Our EL, low income and Tinsley families are well supported by a cadre of staff members that organize and run the DELAC, EL program, support services, Tinsley outreach and special education services. Four members of this team sit on our SSC; Dr. Katherine Peterson, Student Services Director, Marjorie McDonald, School Psychologist and Jennifer Mitchell, Speech and Language Pathologist, Joane Nelson, Special Education Teacher.</p>

Involvement Process	Impact on LCAP
	<p>Constituent engagement has occurred regularly over the last three years. Through an extensive strategic planning process, our DELAC, SSC, and LCAP engagement meetings, we have continually sought feedback regarding our LCAP goals.</p>

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	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupils	School Affected		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
1. GATE Students need exposure to instruction that provides greater depth and complexity when accessing CCSS.	WES students who exemplify a readiness and eagerness for greater depth and complexity will be provided with such opportunities while in an environment that supports their social and emotional development.	All WES students Identified GATE students	WES		Students will experience instructional programs that are fully aligned to CCSS.	Students will experience curriculum and instructional program that includes depth and complexity structures.	Students will be introduced to depth and complexity icons.	Local Priority: Communication State Priority: Student Engagement, Student Achievement, Implementation of CCSS, Parental Involvement
2. English Language Development Students need timely CELDT assessment data to inform class placement and support	Refine policy and practices	ELD identified students All WES	WES		Students will experience a more predictable EL program model that includes push in and pull out services as appropriate.	Current EL's will move forward one level on the CELDT exam per instructional year.	Current EL's will move forward one level on the CELDT exam per instructional year.	Local Priority: Articulation across grade levels and expand parent participation State Priority: Student Achievement, Course Access, Parental

<p>services as well as determine reclassification procedures</p>								<p>Involvement</p>
<p>3. Campus Safety Students need to be familiar with procedures for shelter in place as well as be cared for appropriately in the event of a extended evacuation on campus.</p>	<p>Safety initiatives to include facilities needs, emergency supplies and professional development</p>	<p>All WES</p>	<p>WES</p>		<p>SSC survey: needs assessment Students will have experience with shelter in place drills etc.</p>	<p>Implement the plan regarding shelter in place procedures to align with county agreements and vocabulary</p>	<p>Implement the plan regarding shelter in place procedures to align with county agreements and vocabulary</p>	<p>Local Priority: Coordination with Law Enforcement State Priority: School Climate, Parental Involvement</p>
<p>4. World Languages Students need access to two languages in 5th grade and the opportunity to choose one language to study for the three years of Middle School</p>	<p>WES Students will have access to 6-8 grade Spanish and Mandarin and will receive an introduction in 5th Grade</p>	<p>All WES</p>	<p>WES</p>		<p>Student choice and appropriately leveled language program</p>	<p>Student choice and appropriately leveled language program</p>	<p>Student choice and appropriately leveled language program</p>	<p>Local Priority: Language Choice and ability to feed into public and private language programs State Priority: Student Achievement, Course Access</p>

<p>5. Middle School Schedule</p> <p>Students need more instructional minutes in mathematics</p> <p>Students need regular opportunities for in depth study</p>	Review for optimal instructional benefit	6-8 Grade students	WES		<p>Students will have more instructional minutes in mathematics through the use of elective sections</p> <p>Students will have regular access to a modified to ensure time for in depth and design thinking instructional experiences</p>	<p>Students will have more instructional minutes in mathematics through the use of elective sections</p> <p>Students will have regular access to a modified to ensure time for in depth and design thinking instructional experiences</p>	<p>Students will have more instructional minutes in mathematics through the use of elective sections</p> <p>Students will have regular access to a modified to ensure time for in depth and design thinking instructional experiences</p>	<p>Local Priority: Extended instructional periods and additional math minutes</p> <p>State Priority: Student Achievement, Course Access, Implementation of CCSS</p>
<p>6. Design Thinking Program</p> <p>Students need opportunities to engage in instructional experiences that utilize the design thinking protocol</p>	Explore and propose Design Program for K-8, 2014-2015	All WES	WES		<p>Students will be instructed in the design thinking protocol</p> <p>Teachers will design curriculum and instructional experiences that will utilize design thinking strategies</p>	<p>Implement the program</p> <p>Students will have at least three design thinking integrated instructional experiences</p>	<p>Implement the program</p> <p>Students will have at least three design thinking integrated instructional experiences</p>	<p>Local Priority: Flexible learning opportunities to problem solve</p> <p>State Priority: Implementation of CCSS, Parental Involvement</p>

<p>7. CCSS Transition</p> <p>Students need access to a fully integrated CCSS aligned program</p>	<p>Plan full transition to CCSS in ELA and Math</p>	<p>All WES</p>	<p>WES</p>		<p>7th grade students will have CCSS aligned curriculum during the 2014-2015 school year</p> <p>Students will have access to a fully aligned CCSS program in reading, writing and math</p>	<p>8th grade students will have CCSS aligned curriculum during the 2015-2016 school year</p> <p>Students will have access to a fully aligned CCSS program in reading, writing and math</p>	<p>Students will have access to a fully aligned CCSS program in reading, writing and math</p>	<p>Local Priority: Communication</p> <p>State Priority: Implementation of CCSS, Parental Involvement, Student Achievement</p>
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Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1. GATE	Student Achievement, Implementing CCSS, Parental Involvement	Depth and Complexity Training Communication efforts including current practice More full implementation of CoGAT	LEA Wide		Anticipated expenditures for training in depth and complexity (\$5,000, GF-general fund) GATE Webpage (Director of Student Services 20 hrs. \$1,370.00, general fund) CoGAT Universal Screening (\$1,000, GF) \$7,379	Anticipated expenditures for training in depth and complexity (\$5,000, GF-general fund) GATE Webpage (Director of Student Services 20 hrs. \$1,370.00, general fund) CoGAT Universal Screening (\$1,000, GF) \$7,379	
2. ELD	Student Achievement	Ongoing services TK-5, 6-8 Elective Support Class clarification and communication, CELDT administration, Admin Support	ELD Identified		Reclassification process, program development and communication (Director of Student Services, 312hrs. \$22,667.00, Title I, III, general fund) EL support for push in/pull out services (\$39,950, Title I, GF) EL supplies (\$2,542.00 Title I, GF)	Reclassification process, program development and communication (Director of Student Services, 312hrs. \$22,667.00, Title I, III, general fund) EL support for push in/pull out services (\$39,950, Title I, GF) EL supplies (\$2,542.00 Title I, GF)	

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					\$65,159	\$65,159	
3. Campus Safety	School Climate, Basic Services	Training and alignment with the county safety protocols Emergency supplies needs assessment and adjustment	LEA Wide		County wide crisis intervention system training and emergency supply needs assessment (10 hrs. Vice Principal \$673.00 GF) Supplies and training (\$5,000 GF) \$5,673.00	Supplies and training (\$5,000 GF) \$5,000.00	
4. World Languages	Student Achievement and Engagement	Ongoing services Spanish and Mandarin	LEA Wide		Leveled Mandarin Program (67% FTE, \$63,071 GF) HS articulation \$63,071.00	Leveled Mandarin Program (67% FTE, \$63,071 GF) HS articulation \$63,071.00	
5. MS Schedule	Implementing CCSS Course Access	Ongoing Services Extending period length and providing more math minutes	LEA Wide		Pilot modified block schedule (Vice Principal time \$7,561.00 GF) Math elective to address math minutes \$7,561.00	Progress monitoring	
6. Design Thinking	Implementing CCSS	Preschool-8 th grade integrated program	LEA Wide		Design curriculum implementation (1.0 FTE Design Lead \$56,739.00 GF) Design thinking training (Summer and School year training, \$9,600	Design curriculum implementation (1.0 FTE Design Lead \$56,739.00 GF) Design thinking training (Summer and School year	

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					GF) \$66,339.00	training, \$9,600 GF) \$66,339.00	
7. CCSS	Implementing CCSS	TK through 8 th grade integrated ELA and Math program	LEA Wide		Units of Study implementation TK-8 (August and NYC programs \$12,000 GF) Math materials adoption process and MS math unit development (10% of math coach and 5% admin, \$25,191 GF) \$37,191.00	Units of Study implementation TK-8 (August and NYC programs \$12,000 GF) Math materials adoption process and MS math unit development (10% of math coach and 5% admin, \$25,191 GF) \$37,191.00	

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
GATE, Campus Safety, World Languages, MS Schedule, Design, CCSS	Student Achievement, Implementing CCSS, Parental Involvement, School Climate, Basic Services	Access to the instructional program via transportation, early intervention in math and reading and a self contained TK class.	LEA Wide		\$64,937.00 10% on early intervention in reading and math \$27,730.00	\$64,937.00 10% on early intervention in reading and math \$27,730.00	\$64,937.00 10% on early intervention in reading and math \$27,730.00
ELD, GATE, Campus Safety, World Languages, MS Schedule, Design, CCSS	Student Achievement, Implementing CCSS, Parental Involvement, School Climate, Basic Services	For English learners: Push in and pull out services, CELDT assessment and family outreach	LEA Wide		\$68,895.94	\$68,895.94	\$68,895.94
GATE, Campus Safety, World Languages, MS Schedule, Design, CCSS	Implementing CCSS, Parental Involvement, School Climate, Basic Services	Early intervention and support services in the areas of math and reading as well as identification and support for foster youth.	LEA Wide		0		
ELD, GATE, Campus Safety, World Languages, MS	Implementing CCSS, Parental	EL support services including progress monitoring.	LEA Wide		\$10,000		

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Schedule, Design, CCSS	Involvement, School Climate, Basic Services						

- 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.)

As a locally funded school district (basic aid), we do not receive our public funds through the LCFF model. We will provide our current level of funding to support all support services intended to serve our students in each subgroup.

In an ongoing effort to support our students who need us the most. As you can see from our SPSA and the LCAP, we focus a significant amount of dollars on support programs such as; ELD service, Special education, early intervention in reading and math.

The LCFF calculator shows the WES expectation for cost of services provided to our students of need to be \$76,187 annually. Ongoing programs to support of students of need in EL, special education, low income and outreach to be **\$171,562.94**.

We have decided to expend these funds school wide due to the integrated nature of our program.

- 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.

Our ongoing services will continue to include EL services, early intervention, and Tinsley outreach as specified previously. The 2014-2015 expenditures for these programs will be \$171,562.94. We are required to expend 3.1% according to MPP. We are expending 6.8% of our LCFF base funding for the 2014-2015 school year. We would be required to increase our services in the out years if we were not already significantly exceeding our contribution requirement.

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.