§ 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.

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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)*

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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?

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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
Several stakeholder input meetings were scheduled beginning in October 2013. Stakeholders in Jefferson Elementary School District include certificated and classified staff, students, parents from each school site representing students from various subgroups such as English learners and low income. Each stakeholder group was introduced to the requirements and criteria of the LCFF and LCAP as well as their involvement in the process. PowerPoint presentations and handouts were created for stakeholders to refer to during the meetings. During each stakeholder meeting, the district areas of need (for example, academic performance data of subgroups and facilities status) and eight priority areas were highlighted to solicit input on activities that should be considered for inclusion in the LCAP. Posters describing each priority area with existing activities were displayed around the meeting room with a column for expected outcomes to be entered. Stakeholder participants were asked to review the existing activities and add activities that should be reinstated due to past years' budget cuts or new activities along with the expected outcomes. Every stakeholder meeting followed a similar process and the posters were collected by the Director of Curriculum and Instruction to review and incorporate into the LCAP draft for stakeholder review. During the April 23, 2014 Governing Board Meeting, the Parent Involvement Advisory Committee (PIAC) and District English Language Advisory Committee (DELAC) were affirmed as the committees serving as advisors to the Governing Board on LCAP activities. All stakeholders were given several opportunities to provide input on the LCAP prior to the written draft. Dates and stakeholder groups were held as follows: ◦ Administrative Council: **10/1/13, 1/13/14, 4/14/14** · *Comprised of representatives from all school*	The involvement of these various stakeholders including the Parent Involvement Advisory Committee (PIAC) and District English Language Advisory Committee (DELAC) led to a consensus around activities that are included in this LCAP. Stakeholders identified areas that were considered as priorities based on the needs of our students (physical, academic, social-emotional). Among the PIAC and DELAC, there was consensus that stakeholders wanted clean, safe schools with highly qualified teachers appropriately trained in the Common Core State Standards instructional practices. There was common agreement to ensure our students are encouraged to attend school regularly with programs and systems in place to support students struggling academically and behaviorally. School sites had site specific strategies to meet goals leading to inclusion of increased funds for sites' plan for meeting these goals.

Involvement Process	Impact on LCAP
sites and departments ○ Instructional Leadership Team: **2/5/14** • *Comprised of 2 teacher leaders and administrator from all school sites* ○ American Federation of Teachers (AFT): **1/21/14 , 2/11/14** • *Meetings for all AFT union members to provide input* ○ Parent Involvement Advisory Committee: **12/10/13 , 2/11/14, 4/15/14** • *All school sites have a parent representative* ○ School Site Parent /Staff Meetings: **February and March 2014** • *Includes School Site Councils, Parent Teacher Student Associations/Organizations, and Student Councils* ○ Classified School Employees Association(CSEA): **3/10/14, 3/18/14** ○ District English Language Advisory Committee: **4/16/14** • *All school sites are represented* ○ LCAP draft review: **4/17/14** • *All school sites represented with administrator, teacher, parent* ○ Board Review on LCAP draft: **5/14/14** ○ Public Hearing on LCAP draft: **6/11/14** ○ LCAP Governing Board Adoption: **6/25/14**	

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.*

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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?

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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	
Students are not meeting grade level proficiency in ELA and Math as evidenced by State standardized assessments and district benchmark [curriculum-embedded and math (MARS) assessment] data.	Goal 1 (G1): Improve student learning outcomes and enable more students to enter high school ready for a college- and career-ready curriculum.	ALL	ALL		Establish baseline for students (districtwide and for numerically significant subgroups) on district and/or State assessments in ELA and Math.	Increase by 10% number of students (districtwide and for numerically significant subgroups) who are at least proficient on district and/or State assessments in ELA and Math.	Increase by 10% number of students (districtwide and for numerically significant subgroups) who are at least proficient on district and/or State assessments in ELA and Math.	Priority Area #1, #2, #4, #7, #8
Students are not meeting English	Goal 1 (G1): Improve student	ALL	ALL		Meet and exceed Annual Measurable	Meet and exceed Annual Measurable	Meet and exceed Annual Measurable	Priority Area #1, #2, #4, #7, #8

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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	
language proficiency as evidenced by the California English Language Development Test (CELDT) data.	learning outcomes and enable more students to enter high school ready for a college- and career-ready curriculum.				Achievement Objectives (AMAO) 1 and 2 on the CELDT assessment. These measures identify progress and proficiency of learning English.	Achievement Objectives (AMAO) 1 and 2 on the CELDT assessment. These measures identify progress and proficiency of learning English.	Achievement Objectives (AMAO) 1 and 2 on the CELDT assessment. These measures identify progress and proficiency of learning English.	
Maintain a high quality education taught by highly qualified staff as measured by the Title II, HOUSS, and Special Education requirements.	**Goal 2 (G2):** Recruit based on specific needs and retain highly-qualified staff. Establish opportunities for staff to learn, develop, and master the skills	ALL	ALL		All staff will be highly qualified. 100% of teachers will meet highly qualified teacher status.	All staff will be highly qualified. 100% of teachers will meet highly qualified teacher status.	All staff will be highly qualified. 100% of teachers will meet highly qualified teacher status.	Priority Area #1 (P1)

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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	
	necessary to educate JESD students to become equipped for a college- and career-ready curriculum in high school.							
Establish baseline of current implementation status of CCSS instructional strategies for all students in all subgroups as evidenced by self-reported staff surveys.	**Goal 2 (G2):** Recruit and retain highly-qualified staff. Establish opportunities for staff to learn, develop, and master the skills necessary to educate JESD students to	ALL	ALL		Students will receive instruction in CCSS from highly qualified and trained staff. Baseline will be established.	Students will receive increased CCSS instruction from highly qualified and trained staff based on improvement from baseline established in previous year.	Students will receive increased CCSS instruction from highly qualified and trained staff based on improvement from baseline established in previous year.	Priority Area #1, 2 **(P1,2)**

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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	
	become equipped for a college- and career-ready curriculum in high school.							
Based on April 7, 2014 Attention 2 Attendance (A2A) data on truant, at risk (manageable group), and chronically absent students, 9.6% of students are truant, 16.9% are at risk (manageable group), and 4.9% are	**Goal 3 (G3):** Provide safe, secure, accessible, and efficient classrooms, facilities and grounds that support a thriving learning environment for students and staff.	ALL	ALL		Attendance rates for truant, at risk (manageable group), and chronically absent students will decrease by 5% respectively based on A2A data. As a result, students will be fully engaged in the education setting to increase	Attendance rates will for truant, at risk (manageable group), and chronically absent students will decrease by 5% respectively based on A2A data. As a result, students will be fully engaged in the education setting to increase	Attendance rates will for truant, at risk (manageable group), and chronically absent students will decrease by 5% respectively based on A2A data. As a result, students will be fully engaged in the education setting to increase	Priority Area #5 **(P5)**

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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	
chronically absent.					learning opportunities.	learning opportunities.	learning opportunities.	
Suspension and expulsion rates (8.7 and 0.04 respectively) demonstrate the need for support to provide students a safe and welcoming environment.	**Goal 3 (G3):** Provide safe, secure, accessible, and efficient classrooms, facilities and grounds that support a thriving learning environment for students and staff.	ALL	ALL		School sites will identify programs and Response to Intervention Strategies to reduce suspension and expulsions by 5% from 2012-2013 rates and improve school climate. As a result, students will be fully engaged in the education setting to increase learning opportunities.	School sites will implement selected programs and Response to Intervention Strategies to reduce suspension and expulsions by an additional 5% and improve school climate. As a result, students will be fully engaged in the education setting to increase learning opportunities.	School sites will implement and monitor selected programs and Response to Intervention Strategies to reduce suspension and expulsions by an additional 5% and improve school climate. As a result, students will be fully engaged in the education setting to increase learning	Priority Area #6 (P6)

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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	
							opportunities.	
Maintain an overall "Good" rating on the Facilities Inspection Toolkit (FIT) to provide a clean and safe environment for all students.	**Goal 3 (G3):** Provide safe, secure, accessible, and efficient classrooms, facilities and grounds that support a thriving learning environment for students and staff.	ALL	ALL		Schools will maintain an overall "Good" rating on the Facilities Inspection Toolkit (FIT) and all systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe environment for students to learn.	Schools will maintain an overall "Good" rating on the Facilities Inspection Toolkit (FIT) and all systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe environment for students to learn.	Schools will maintain an overall "Good" rating on the Facilities Inspection Toolkit (FIT) and all systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe environment for students to learn.	Priority Area #1 **(P1)**
Current student to computer ratio is 8:1. Students need access to	**Goal 4 (G4):** Ensure students have access to the technology	ALL	ALL		Students will begin to demonstrate proficiency in CCSS	Students will develop proficiency in CCSS technology	Students will continue to demonstrate proficiency in CCSS	Priority Area #1, 2, 4, 7, 8 **(P1,2,4,7,8)**

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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	
technology in order to be prepared for college and careers with 21st Century skills.	tools, instruction and support that they need to prepare for the challenges and opportunities of the 21st Century.				technology integration skills as described in Common Core Technology Implementation Report March 2014. Meet computer to student ratio of 3:1 in grades 2-8.	integration skills as described in Common Core Technology Implementation Report. Meet computer to student ratio of 3:1 in grades TK-8.	technology integration skills as described in Common Core Technology Implementation Report. Maintain computer to student ratio of 3:1 in grades TK-8.	
Anecdotal evidence and sign in sheet records from parent events show that parent attendance at school and district events is sparse.	**Goal 5 (G5):** Engage and communicate with the broader community to raise awareness of the school district's successes,	ALL	ALL		Establish a baseline of parent involvement to identify the number of parents who actively participate in school activities and	Increase by 10% from the 2014-15 baseline year the number of parents who actively participate in school activities and governance.	Increase by an additional 10% the number of parents who actively participate in school activities and governance. Expand parent and community	Priority Area #3 **(P3)**

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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	
	challenges and initiatives to provide a quality education for its students.				governance. Expand parent and community involvement at the district and school level through Family Nights, Community Events, and communication in multiple languages through various media so that students are better supported at home and in school.	Expand parent and community involvement at the district and school level through Family Nights, Community Events, and communication in multiple languages through various media so that students are better supported at home and in school.	involvement at the district and school level through Family Nights, Community Events, and communication in multiple languages through various media so that students are better supported at home and in school.	

Section 3: Actions, Services, and Expenditures

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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?

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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
G1	P1,2,4,7,8	Provide Professional Learning for staff	LEA-wide		Salary, Stipends, Coaching, and sub costs for 7 days of CCSS Professional Learning (PL) and other coaching and PL related activities (CCSS Implementation funds, supplemental and concentration, and general fund—approximately $1.9 million)	Salary, Stipends, Coaching, and sub costs for 10 days of CCSS Professional Learning (PL) and other coaching and PL related activities (supplemental and concentration and general fund)	Salary, Stipends, Coaching, and sub costs for 6 days of CCSS Professional Learning (PL) and other coaching and PL related activities (supplemental and concentration and general fund)
G1, 2, 3	P 1, 2, 4, 5, 6, 7, 8	Provide additional site funding for schools to progress toward district and state priorities such as interventions, books, materials, additional staffing specific local strategies to support English learners, low income and foster youth	School-wide		Salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds-- approximately $3.3 million*)	Ongoing salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds)	Ongoing salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds)

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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
G3	P5,6	Increase support services	LEA-wide		Attention 2 Attendance and salary for additional counseling at Middle School, mental health and student support services (Title I and Supplemental/Concentration LCFF funds --approximately $337,000)	Attention 2 Attendance ongoing salary for additional counseling, mental health and student support services (Title I and Supplemental/Concentration LCFF funds)	Attention 2 Attendance ongoing salary for additional counseling, mental health and student support services (Title I and Supplemental/Concentration LCFF funds)
G3	P6	Nightly cleaning and maintenance of district facilities	LEA-wide		Custodial/maintenance positions (General Funds -- approximately $2.5 million)	Maintain funding for custodial/maintenance positions (General Funds)	Maintain funding for custodial/maintenance positions (General Funds)
G4	P1,2	Recruit and retain certificated and classified positions to support CCSS technology integrations	LEA-wide		Recruit and retain Technology Integration Resource Teacher, additional librarians, library aides, Computer Technician (General Funds -- approximately $673,000)	Recruit and retain Director of Technology Integration and Help Desk position (General Funds)	Maintain technical and technology integration support (General Funds)
G4	P1,2	Purchase technology devices to provide access to students (3:1 student to computer ratio)	LEA-wide		Purchase and deploy at least 5 devices to all 2nd-8th grade classes, one mobile lab (40 devices) to each school, and a laptop for every teacher. (CCSS Implementation funds—approximately $650,000)	Purchase and deploy at least 5 devices to all TK-1st grade and Special Day Classes. (General Funds)	Maintain and replace as necessary devices to meet the 3:1 student to computer ratio. (General Funds)
G5	P3	Expand parent and community	School-wide		Provide additional school site funds to promote parent	Provide additional school site funds to promote parent	Provide additional school site funds to promote parent

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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
		involvement at the district and school level through Family Nights, Community Events, communication in multiple languages through various media			engagement (Supplemental/Concentration LCFF funds -- see * above for cost)	engagement (Supplemental/Concentration LCFF funds)	engagement (Supplemental/Concentration LCFF funds)

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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
G1,2,3,4,5	P1,2,4,7,8	For low income pupils: Provide school sites additional funding to increase academic and socio-emotional support for this population of students.	School-wide		Salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds-- see * above for cost)	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds-- see * above for cost)	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds-- see * above for cost)
G1,2,3,4,5	P1,2,4,7,8	For English learners: Increase intervention support	School-wide		Salary for additional site specific certificated and classified staff and funds for instructional or intervention materials	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials

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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
		including support for Long Term English Learners			(Supplemental/Concentration LCFF funds—see * above for cost)	(Supplemental/Concentration LCFF funds-- see * above for cost)	(Supplemental/Concentration LCFF funds-- see * above for cost)
G1,2,3,4,5	P1,2,4,6,7,8	For foster youth: Increase counseling support and other activities for school sites	School-wide		Salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds-- see * above for cost)	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds)	Ongoing salary for additional site specific certificated and classified staff and funds for instructional or intervention materials (Supplemental/Concentration LCFF funds)
G1,2,3,4,5	P1,2,4,7,8	For redesignated fluent English proficient pupils: Increase intervention support	School-wide		Salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds-- see * above for cost)	Ongoing salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds)	Ongoing salary for additional site specific certificated and classified staff and instructional or intervention materials (Supplemental/Concentration LCFF funds)

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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.)

Research shows that quality instruction in the classroom produces the greatest impact on student learning. Our district is investing in the most important resource, our educators, by providing continuous improvement (lifelong learning) through professional learning, coaching, and intervention support. Every child and every school has individual needs as well; therefore, during the 2014-15 LCAP year, the district is allocating supplemental and concentration funds to each school site based on a set dollar amount per unduplicated pupil for implementing robust Response to Intervention (RTI) strategies and activities aligned to district goals in all eight state priority areas to meet the needs for all students. RTI is a researched-based methodology with effective strategies for identifying student academic needs, monitoring progress, and providing individualized or small group support for all students. It is a three tiered system that starts with quality first teaching in the classroom in tier one. Tier two addresses the small group of students who need additional support or double dose of the concept or skill just taught during the school day through Universal Access in the classroom. The final tier focuses on students needing ongoing intervention through regular small group instruction or tutoring during or after the school day. The district has also determined the cost of district-wide activities such as library/media services, counseling, technology support, and custodial support to benefit low income, foster youth and English learner pupils based on the consensus of input from the stakeholders. These district-wide programs will be made available to all low income, foster youth and English learner pupils at all school sites.

The district will receive $7.7 million supplemental and concentration grant funds in 2014-15. Since our district's unduplicated pupil count for English Learners, Low Income and Foster Youth is well above the 55% threshold at every site, our district has chosen to spend $6.3 million towards district-wide activities and $3.3 million toward school-wide activities. The district is supporting additional services through the use of reserves until additional supplemental and concentration grant funds are received.

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

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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.

By providing additional intervention support for low income, foster youth and English learner pupils, the district anticipates recognizing improved student achievement in the CCSS. The district will increase services each year based on previous year progress in order to ensure that more students are meeting grade level standards. For the 2014-2015 school year, the district is required to spend 21.35% additional funds on supplemental services. However, the district is budgeting above the fully implemented LCFF target of 24.09% on supplemental services in 2014-15 of approximately 26.65%. The district will support increased expenditures beyond the grant funding until actual supplemental and concentration funds can support these services in full (district budget permitting).

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.

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