

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

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LCAP Year: 2014-15

Introduction

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.

IS THERE ANYTHING THAT NEEDS TO BE STATED HERE? ARE DISTRICTS SUPPOSED TO PROVIDE DEMOGRAPHIC DATA HERE?

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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

Instructions and Guiding Questions

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?

Description of Involvement Processes Implemented	
Involvement Process	Impact on LCAP
An electronic survey was distributed to parents in an effort to identify perceptions of school climate and parent involvement.	<p>While only 15% of families responded (16/105), 100% respondents indicated they feel welcome at the school and feel their children are safe and happy. (Priority 6: School Climate)</p> <p>When asked if they feel their children's academic needs are being met, 87.5% responded yes. (Priority 4: Student Achievement)</p> <p>A high level of parental involvement was indicated with 81.25% feel welcome at PTO and/or SSC meetings; 86.67% feel welcome at board meetings; and 100% attended three or more school functions during the previous year 2012-13. Additionally, 75% indicated they could volunteer during the school day. (Priority 3: Parental Involvement)</p>

Description of Involvement Processes Implemented	
Involvement Process	Impact on LCAP
Administration and CELDT Coordinator hosted an English Learner Parent Meeting in January to review CELDT scores as well as to gather parent input regarding the education of their child(ren).	This was the first EL parent meeting at Lake Elementary in several years. This meeting assisted in the development of EL goals which include hiring a bilingual instructional aide; along with hosting two meetings per year. (Priority 3: Parental Involvement; Priority 4 Student Achievement; Priority 7: Course Access)
School Site Council reviewed LCAP template and provided input through a series of meetings.	Discussed and identified possible LCAP goals. Reviewed draft prior to submission to Board of Trustees. (Priority 3: Parental Involvement (parents as SCC members)
Met with staff, classified and certificated, to review state priorities and provide input to the development of LCAP goals.	Discussed and identified possible LCAP goals. (Priority 6: School Climate)
Administered student survey to 2013 graduating class with the intent of identifying both academic and social preparedness for high school.	<p>Results will help determine appropriate academics are in place for student preparation for successful transition to high school. (Priority 2: Implementation of Common Core Standards; Priority 4: Student Achievement; Priority 5: Student Engagement; Priority 7: Course Access)</p> <p>Results also identified areas of non-academic supports the school, along with partnerships with local high schools, could provide. (Priority 8: Other Student Outcomes)</p>
Upper grade students (grades 4 and 7) were included in School Site Council meetings regarding school nutrition and physical activities. Students brainstormed activities to support Red Ribbon Week as well as physical activities that support healthy living (a walk/jog/run during Red Ribbon Week).	Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance. (Priority 5: Student Engagement; Priority 6: School Climate: Priority 8: Other Student Outcomes)

Section 2: Goals and Progress Indicators

Instructions and Guiding Questions

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?

Section 2: Goals and Progress Indicators

¹ What needs have been identified and what metrics are used to measure progress?

² Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.

³ Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.

⁴ 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 Goals				
Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
1. Teachers are fully credentialed and registered with the Commission on Teacher Credentialing.	All students will be taught by highly qualified teachers.	All students	All	Priority 1, 4
2. By the end of each school year, achieve a 5% increase of students scoring proficient or above on local assessment in English Language Arts will be achieved for all students, English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth students.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	All students, English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth	All	Priority 4
3. By the end of the each school year, achieve a 5% increase of students scoring proficient or above on local assessment in Mathematics will be achieved for all students, English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth students.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	All students, English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth	All	Priority 4

Description of Goals				
Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
4. K-3 grade students will have 2-1 access and 4-8 grade students will have 1-1 access to computers and other technology for research, remediation, enrichment, curricular programs, and testing that require the use of technology.	Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	All students	All	Priority 4, 5, 7
5. Low performing students receive additional supports within the school day and the after school program.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	All students	All	Priority 2, 4, 7, 8
6. Increased involvement with parents of English learners, including hiring bilingual aide to support home-school communication.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	English learners	All	Priority 3
7. English language students will receive tailored instruction, as supported by revised ELD standards, to improve their language acquisition as measured by CELDT and teacher assessment.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	English learners	All	Priority 2, 4, 8
8. Continued professional development for staff regarding implementation	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to	All students	All	Priority 2

Description of Goals				
Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
of California's academic standards, including continued communication with parents and the community regarding the standards.	determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.			
9. Social-emotional development to support readiness to learn.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	All students	All	Priority 4, 5, 6, 8

Section 2: Goals and Progress Indicators

¹ Based on identified metric.

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. All students will be taught by highly qualified teachers.	100% of teachers will hold proper credentials.	Students will be instructed by highly qualified teachers.
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Every student, K-8, to receive leveled support during the 30-minute Language Lab time. Pre-post assessments to be identified/developed for 2014-15. Language Lab grade spans will include (K-1), (2-3), (4-6), (6-8).	Students will receive strategic instruction as identified by classroom assessments and teacher recommendation in support of increasing ELA skills specific to each student. Students will have access to intervention materials to enhance/increase their acquisition of grade level content.
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Through strategic placement of a highly qualified instructional aide, students will receive in-class support of mathematics instruction. Smallgroup instruction is in place in grades K, 1, 2, 3.	Students will receive in-class support in order to enhance/increase their acquisition of grade level content.
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	80% of teachers will use technology tools to enhance student learning at least three times per week. Piloting Google Apps for Educators in 6th grade during Trimester 3, 2013-14, with the intent to implement school wide 2014-15.	Students will routinely use technology for access to curriculum and engage in self-directed learning opportunities to gain a better understanding of Common Core State Standards, Social Studies Standards, and the Next Generation Science Standards.
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted	The demand for additional Tier I support has identified a need for additional Education Specialist time. Teacher recommended students are receiving additional supports during the after school program.	Additional time of Education Specialist will allow strategic Tier 1 support for students in need. Education Specialist can also provide intervention supports to after school program personnel.

LCAP Year 1 (2014-15): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
instruction to meet the needs of the learner.		
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Met with parents in January 2014 to review CELDT and receive feedback regarding quality of education. Through this meeting, parents identified ways to increase EL parent involvement as well as the information needed from the school.	Increase yearly meetings with EL parents. At minimum, meet with parents twice a year: before the CELDT is administered and a second meeting to interpret CELDT scores. A need for a bilingual aide was identified with the intent to hire a bilingual aide for 2014-15.
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Assessments and teacher input will be ongoing to determine if students are improving at the projected rate. After the first year with ELD supports, student will improve 5% in all assessed areas in the most recent CELDT.	Students will have access to ELD materials, interventions, highly qualified teachers, and a bilingual aide to enhance their English language acquisition.
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Piloted math curriculum in Grades K-8 at the end of 2013-14. Will implement for the entire year in 2014-15 with the intent to determine CCSS-aligned curriculum by 2015. Supplement current ELA curriculum with CCSS-aligned materials to determine appropriate curriculum to be purchased by 2016. Review NGSS-aligned science curriculum in 2014-15, with the intent to implement 2015-16.	Students will continue to receive a standards-based education, yet at a higher level of rigor that will help to ensure they have the skills necessary for a successful transition to high school.
9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Implementation of Character Counts is supported, but not implemented with fidelity school-wide. Staff will work together to identify strategies, materials, training needed to implement social-emotional supports for students effectively. Additionally, staff will review Behavior Matrix that was developed 2012-13 to ensure school-wide understanding and implementation.	Social/Emotional learning will provide students the ability to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

Section 2: Goals and Progress Indicators

¹Based on identified metric.

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. All students will be taught by highly qualified teachers.		
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.		
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.		
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying		

LCAP Year 2 (2015-16): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
strategies to increase parent involvement; hire bilingual aide.		
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.		
9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.		

Section 2: Goals and Progress Indicators

¹Based on identified metric.

LCAP Year 3 (2016-17): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. All students will be taught by highly qualified teachers.		
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.		
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.		
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying		

LCAP Year 3 (2016-17): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
strategies to increase parent involvement; hire bilingual aide.		
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.		
9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.		

Section 3: Actions, Services, and Expenditures

Instructions and Guiding Questions

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, RFEP, 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?

Section 3: Actions, Services, and Expenditures

A. Actions, Services and Expenditures for All Students

- 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.

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 1 (2014-15): Actions, Services and Expenditures for All Students

Description of Goal ¹		Related State and Local Priorities ²		Level of Service ³	
1. All students will be taught by highly qualified teachers.		Priority 1, 4		All	
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount	
1.1 Teachers will have completed or will complete Induction by the end of their second year.	Title II Part A	5000-5999: Services And Other Operating Expenditures	Other	6400	
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.		Priority 4		All	
2.1 Review local assessment data to identify appropriate placement for Language Lab groups.					
2.2 Identify appropriate instructional materials for K-8 Language Lab. i-Ready	LCFF	4000-4999: Books And Supplies	Base	5000	
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.		Priority 4		All	
3.1 Review local assessment data to identify appropriate interventions for math,	LCFF	4000-4999: Books And Supplies	Base	5000	

LCAP Year 1 (2014-15): Actions, Services and Expenditures for All Students

including the purchase of i-Ready.

3.2	Strategic placement of instructional aide during math centers in grades K, 1, 2, 3	LCFF	2000-2999: Classified Personnel Salaries	Base	10000
4.	Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		Priority 4, 5, 7	All	
4.1	In order to meet laptop goal: K-2, ten per classroom; Grades 3-5, 2:1 ratio; Grades 6-8, 1:1 ratio, purchase 23 Chromebooks.	Common Core Funding Resource 7405 REAP	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Other Other	1800 5100
4.2	Additional 27 iPads would reach iPad goal of 3:1 in K-5 and six iPads per grade 6-8 classroom. Purchase 18 for 2014-15.	Common Core Funding Resource 7405	4000-4999: Books And Supplies	Other	9000
4.3	Professional development for staff in the effective use and implementation of technology.	Common Core Funding Resource 7405 LCFF	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Other Base	3000 2000
4.4	Purchase digital literacy/technology curriculum for students	LCFF	4000-4999: Books And Supplies	Base	2000
5.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		Priority 2, 4, 7, 8	All	
5.1	Education Specialist	LCFF	1000-1999: Certificated Personnel Salaries	Base	50000
6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.		Priority 3	All	
6.1	CELDT Coordinator Stipend	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental	1000
6.2	Bilingual Aide	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	15000

LCAP Year 1 (2014-15): Actions, Services and Expenditures for All Students

6.3	Home-school communication in Spanish	LCFF (part of bilingual aide job duties, salary already listed)	2000-2999: Classified Personnel Salaries	Supplemental	see 6.2
6.4	Attend regional and county English Learner meetings	LCFF	5000-5999: Services And Other Operating Expenditures	Supplemental	2000
6.5	Provide translation services on school website; communicate service with parents				
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		Priority 2, 4, 8	All	
7.1	Instructional Materials	LCFF	4000-4999: Books And Supplies	Supplemental	2000
7.2	Bilingual Aide position	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	
7.3	Implementation of i-Ready program				
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.		Priority 2	All	
8.1	Math Curriculum (printing)	LCFF	5000-5999: Services And Other Operating Expenditures	Base	3000
9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.		Priority 4, 5, 6, 8	All	
9.1	Professional Development	LCFF	5000-5999: Services And Other Operating Expenditures	Base	2000
9.2	Curriculum Materials	LCFF	4000-4999: Books And Supplies	Base	5000

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for All Students

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
<p>1. All students will be taught by highly qualified teachers.</p> <p>Action and Services</p> <p>1.1 Teachers will have completed or will complete Induction by the end of their second year.</p>	<p>Priority 1, 4</p> <p>Annual Update: Review of Actions/Services</p>	<p>All</p>
<p>2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.</p> <p>2.1 Review local assessment data to identify appropriate placement for Language Lab groups.</p> <p>2.2 Identify appropriate instructional materials for K-8 Language Lab. i-Ready</p>	<p>Priority 4</p>	<p>All</p>
<p>3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.</p> <p>3.1 Review local assessment data to identify appropriate interventions for math, including the purchase of i-Ready.</p> <p>3.2 Strategic placement of instructional aide during math centers in grades K, 1, 2, 3</p>	<p>Priority 4</p>	<p>All</p>
<p>4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.</p> <p>4.1 In order to meet laptop goal: K-2, ten per classroom; Grades 3-5, 2:1 ratio; Grades 6-8, 1:1 ratio, purchase 23 Chromebooks.</p> <p>4.2 Additional 27 iPads would reach iPad goal of 3:1 in K-5 and six iPads per grade 6-8 classroom. Purchase 18 for 2014-15.</p>	<p>Priority 4, 5, 7</p>	<p>All</p>

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for All Students

4.3	Professional development for staff in the effective use and implementation of technology.		
4.4	Purchase digital literacy/technology curriculum for students		
5.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	Priority 2, 4, 7, 8	All
5.1	Education Specialist		
6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
6.1	CELDT Coordinator Stipend		
6.2	Bilingual Aide		
6.3	Home-school communication in Spanish		
6.4	Attend regional and county English Learner meetings		
6.5	Provide translation services on school website; communicate service with parents		
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
7.1	Instructional Materials		
7.2	Bilingual Aide position		
7.3	Implementation of i-Ready program		
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
8.1	Math Curriculum (printing)		
9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Priority 4, 5, 6, 8	All

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for All Students

- 9.1 Professional Development
- 9.2 Curriculum Materials

Section 3: Actions, Services, and Expenditures

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 2 (2015-16): Actions, Services and Expenditures for All Students

Description of Goal ¹		Related State and Local Priorities ²		Level of Service ³	
1.	All students will be taught by highly qualified teachers.	Priority 1, 4		All	
	Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1	Teachers will have completed Induction by the end of their second year.	Title II Part A	5000-5999: Services And Other Operating Expenditures	Other	3200
2.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4		All	
2.1	Using i-Ready assessments and teacher assessment data to identify appropriate placement for Language Lab groups.	None needed			
2.2	Identify appropriate instructional materials for K-8 Language Lab.	LCFF	4000-4999: Books And Supplies	Base	5000
3.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4		All	
3.1	Using i-Ready assessments and teacher assessment data to identify appropriate interventions for math.	LCFF	4000-4999: Books And Supplies	Base	5000
3.2	Strategic placement of instructional aide during math centers in grades k, 1, 2, 3	LCFF (partial salary for aide)	2000-2999: Classified Personnel Salaries	Base	10000
4.	Identify revenue resources, in addition to LCFF, to purchase technology; provide	Priority 4, 5, 7		All	

LCAP Year 2 (2015-16): Actions, Services and Expenditures for All Students

ongoing professional development for staff to effectively implement technology.

4.1	Professional development for staff in the effective use and implementation of technology.	LCFF	5000-5999: Services And Other Operating Expenditures	Base	5000
4.2	Purchase digital literacy/technology curriculum for students (Keyboarding without Tears).	LCFF	4000-4999: Books And Supplies	Base	2000

5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.
- Priority 2, 4, 7, 8 All

5.1	Education Specialist	LCFF	1000-1999: Certificated Personnel Salaries	Base	50000
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6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.
- Priority 3 All

6.1	CELDT Coordinator Stipend	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental	1000
6.2	Bilingual Aide	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	15000
6.3	Home-school communication in Spanish	NA, part of Bilingual aide job requirements			
6.4	Attend regional and county English learner meetings	LCFF	5700-5799: Transfers Of Direct Costs	Supplemental	2000
6.5	Provide translation services on school website, communicate service with parents	NA, included with website services			

7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.
- Priority 2, 4, 8 All

7.1	Instructional Materials	LCFF	4000-4999: Books And Supplies	Supplemental	2000
7.2	Bilingual Aide position	LCFF (included in previous goal)	2000-2999: Classified Personnel Salaries	Supplemental	see 6.2
7.3	Implementation of i-Ready Program	LCFF	4000-4999: Books And Supplies	Base	see 2.1, 3.1

LCAP Year 2 (2015-16): Actions, Services and Expenditures for All Students

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| 8. | By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught. | | Priority 2 | | All |
| 8.1 | At end of 2015, identify math curriculum to purchase for 2016-17. | NA, expenditure to occur 2016-17 | | | |
| 8.2 | At end of 2015, identify science curriculum for possible pilot in 2015-16. | NA, expenditure to occur 2016-17 | | | |
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- | | | | | | |
|-----|--|------|--|------|------|
| 9. | During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16. | | Priority 4, 5, 6, 8 | | All |
| 9.1 | Professional Development | LCFF | 5000-5999: Services And Other Operating Expenditures | Base | 2000 |
| 9.2 | Curriculum Materials | LCFF | 4000-4999: Books And Supplies | Base | 5000 |

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for All Students		
Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. All students will be taught by highly qualified teachers.	Priority 1, 4	All
Action and Services	Annual Update: Review of Actions/Services	
1.1 Teachers will have completed Induction by the end of their second year.		
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4	All
2.1 Using i-Ready assessments and teacher assessment data to identify appropriate placement for Language Lab groups.		
2.2 Identify appropriate instructional materials for K-8 Language Lab.		
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4	All
3.1 Using i-Ready assessments and teacher assessment data to identify appropriate interventions for math.		
3.2 Strategic placement of instructional aide during math centers in grades k, 1, 2, 3		
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Priority 4, 5, 7	All
4.1 Professional development for staff in the effective use and implementation of technology.		
4.2 Purchase digital literacy/technology curriculum for students (Keyboarding without Tears).		

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for All Students

5.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	Priority 2, 4, 7, 8	All
5.1	Education Specialist		
6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
6.1	CELDT Coordinator Stipend		
6.2	Bilingual Aide		
6.3	Home-school communication in Spanish		
6.4	Attend regional and county English learner meetings		
6.5	Provide translation services on school website, communicate service with parents		
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
7.1	Instructional Materials		
7.2	Bilingual Aide position		
7.3	Implementation of i-Ready Program		
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
8.1	At end of 2015, identify math curriculum to purchase for 2016-17.		
8.2	At end of 2015, identify science curriculum for possible pilot in 2015-16.		
9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Priority 4, 5, 6, 8	All
9.1	Professional Development		
9.2	Curriculum Materials		

Section 3: Actions, Services, and Expenditures

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 3 (2016-17): Actions, Services and Expenditures for All Students

Description of Goal ¹		Related State and Local Priorities ²		Level of Service ³	
1.	All students will be taught by highly qualified teachers.	Priority 1, 4		All	
Level of Service / Action and Services		Proposed Expenditures	Type	Funding Source	Amount
1.1	Teachers will have completed Induction.				
2.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4		All	
2.1	Use i-Ready assessments and teacher assessment data to identify appropriate placement for Language Lab groups.				
2.2	Identify appropriate instructional materials for K-8 Language Lab (i-Ready).	LCFF	4000-4999: Books And Supplies	Base	5000
3.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4		All	
3.1	Using i-Ready assessments and teacher assessment data to identify appropriate interventions for math. (purchase i-Ready)	LCFF	4000-4999: Books And Supplies	Base	5000
3.2	Strategic placement of instructional aide during math centers in grades K, 1, 2, 3	LCFF (partial salary for aide)	2000-2999: Classified Personnel Salaries	Base	10000
4.	Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Priority 4, 5, 7		All	

LCAP Year 3 (2016-17): Actions, Services and Expenditures for All Students

4.1	Professional development for staff in the effective use and implementation of technology.	LCFF	5000-5999: Services And Other Operating Expenditures	Base	5000
4.2	Purchase digital literacy/technology curriculum for students (Keyboarding without Tears).	LCFF	4000-4999: Books And Supplies	Base	2000
5.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		Priority 2, 4, 7, 8	All	
5.1	Education Specialist	LCFF	1000-1999: Certificated Personnel Salaries	Base	50000
6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.		Priority 3	All	
6.1	CELDT Coordinator Stipend	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental	1000
6.2	Bilingual Aide	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	15000
6.3	Home-school communication in Spanish	NA, part of Bilingual aide job requirements			
6.4	Attend regional and county English learner meetings	LCFF	5700-5799: Transfers Of Direct Costs	Supplemental	2000
6.5	Provide translation services on school website	NA, included with website services			
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		Priority 2, 4, 8	All	
7.1	Instructional materials	LCFF	4000-4999: Books And Supplies	Supplemental	2000
7.2	Bilingual Aide position	LCFF (included in previous goal)	2000-2999: Classified Personnel Salaries	Supplemental	see 6.2
7.3	Implementation of i-Ready program	LCFF	4000-4999: Books And Supplies	Base	cost included in actions 2 and 3

LCAP Year 3 (2016-17): Actions, Services and Expenditures for All Students

8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.			Priority 2		All
8.1	Purchase and implement standards-aligned math curriculum	LCFF	4000-4999: Books And Supplies	Base	30000
8.2	Purchase and implement standards-aligned science curriculum	LCFF	4000-4999: Books And Supplies	Base	40000
9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.			Priority 4, 5, 6, 8		All
9.1	Professional Development	LCFF	5000-5999: Services And Other Operating Expenditures	Base	3000
9.2	Curriculum Materials (update what was purchased in 2015-16)	LCFF	4000-4999: Books And Supplies	Base	2500

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for All Students		
Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. All students will be taught by highly qualified teachers.	Priority 1, 4	All
Action and Services	Annual Update: Review of Actions/Services	
1.1 Teachers will have completed Induction.		
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4	All
2.1 Use i-Ready assessments and teacher assessment data to identify appropriate placement for Language Lab groups.		
2.2 Identify appropriate instructional materials for K-8 Language Lab (i-Ready).		
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4	All
3.1 Using i-Ready assessments and teacher assessment data to identify appropriate interventions for math. (purchase i-Ready)		
3.2 Strategic placement of instructional aide during math centers in grades K, 1, 2, 3		
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Priority 4, 5, 7	All
4.1 Professional development for staff in the effective use and implementation of technology.		
4.2 Purchase digital literacy/technology curriculum for students (Keyboarding without Tears).		
5. Provide additional Tier I supports with additional Education Specialist time in the	Priority 2, 4, 7, 8	All

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for All Students

classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.

5.1 Education Specialist

6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
6.1	CELDT Coordinator Stipend		
6.2	Bilingual Aide		
6.3	Home-school communication in Spanish		
6.4	Attend regional and county English learner meetings		
6.5	Provide translation services on school website		
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
7.1	Instructional materials		
7.2	Bilingual Aide position		
7.3	Implementation of i-Ready program		
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
8.1	Purchase and implement standards-aligned math curriculum		
8.2	Purchase and implement standards-aligned science curriculum		
9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Priority 4, 5, 6, 8	All
9.1	Professional Development		
9.2	Curriculum Materials (update what was purchased in 2015-16)		

Section 3: Actions, Services, and Expenditures

B. Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

- 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, RFEP, 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.

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 1 (2014-15): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹		Related State and Local Priorities ²		Level of Service ³	
1.	All students will be taught by highly qualified teachers.	Priority 1, 4		All	
Level of Service / Action and Services		Proposed Expenditures	Type	Funding Source	Amount
1.1	Fully credentialed teacher, credential includes English learner authorization.				
2.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4		All	
2.1	Bilingual aide to provide intervention supports to EL students.	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	
2.2	Education Specialist to provide intervention supports to students with disabilities and/or students in Tier 1 and/or 2	LCFF	1000-1999: Certificated Personnel Salaries	Base	
3.	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4		All	

LCAP Year 1 (2014-15): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

3.1	Bilingual aide to provide intervention supports to EL students.	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	
3.2	Instructional aide to provide intervention supports to socioeconomic disadvantaged students.	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	10000
4.	Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		Priority 4, 5, 7	All	
4.1	Professional development for staff in the effective use and implementation of technology.				
4.2	Purchase digital literacy/technology curriculum for students.				
5.	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		Priority 2, 4, 7, 8	All	
5.1	Hire additional time for Education Specialist who provides intervention support during the school day; plans and implements supports for students in the after school program; supports after school personnel with appropriate interventions.	LCFF	1000-1999: Certificated Personnel Salaries	Base	
		LCFF	1000-1999: Certificated Personnel Salaries	Supplemental	
6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.		Priority 3	All	
6.1	Hire bilingual aide	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		Priority 2, 4, 8	All	
7.1	Bilingual aide to provide intervention	LCFF	2000-2999: Classified Personnel Salaries	Supplemental	
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards.		Priority 2	All	

LCAP Year 1 (2014-15): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.

- 8.1 When reviewing curriculum, ensure curriculum supports are provided for English learners, struggling, and advanced learners.

9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.

Priority 4, 5, 6, 8

All

- 9.1 There is a strong research base indicating that social and emotional learning competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance, all of which can have a positive impact on low-Income, English Learners, RFEP, and/or Foster Youth Pupils

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. All students will be taught by highly qualified teachers. Action and Services 1.1 Fully credentialed teacher, credential includes English learner authorization.	Priority 1, 4	All
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14. 2.1 Bilingual aide to provide intervention supports to EL students. 2.2 Education Specialist to provide intervention supports to students with disabilities and/or students in Tier 1 and/or 2	Priority 4	All
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics. 3.1 Bilingual aide to provide intervention supports to EL students. 3.2 Instructional aide to provide intervention supports to socioeconomic disadvantaged students.	Priority 4	All
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology. 4.1 Professional development for staff in the effective use and implementation of technology. 4.2 Purchase digital literacy/technology curriculum for students.	Priority 4, 5, 7	All
5. Provide additional Tier I supports with additional Education Specialist time in the	Priority 2, 4, 7, 8	All

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.

5.1 Hire additional time for Education Specialist who provides intervention support during the school day; plans and implements supports for students in the after school program; supports after school personnel with appropriate interventions.

6.	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
6.1	Hire bilingual aide		
7.	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
7.1	Bilingual aide to provide intervention		
8.	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
8.1	When reviewing curriculum, ensure curriculum supports are provided for English learners, struggling, and advanced learners.		
9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Priority 4, 5, 6, 8	All
9.1	There is a strong research base indicating that social and emotional learning competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance, all of which can have a positive impact on low-Income, English Learners, RFEP, and/or Foster Youth Pupils		

Section 3: Actions, Services, and Expenditures

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 2 (2015-16): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²		Level of Service ³	
1. All students will be taught by highly qualified teachers.	Priority 1, 4		All	
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.		Priority 4		All
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.		Priority 4		All
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		Priority 4, 5, 7		All
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		Priority 2, 4, 7, 8		All
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.		Priority 3		All
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		Priority 2, 4, 8		All
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be		Priority 2		All

LCAP Year 2 (2015-16): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.

8.1	NGSS-aligned science curriculum purchase (2016)	LCFF	4000-4999: Books And Supplies	Base	40000
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9.	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Priority 4, 5, 6, 8	All
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9.1	NGSS-aligned science curriculum purchase (2016)	LCFF	4000-4999: Books And Supplies	Base	40000
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Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. All students will be taught by highly qualified teachers.	Priority 1, 4	All
Action and Services	Annual Update: Review of Actions/Services	
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4	All
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4	All
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Priority 4, 5, 7	All
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	Priority 2, 4, 7, 8	All
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
8.1 NGSS-aligned science curriculum purchase (2016)		

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

- 9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16. Priority 4, 5, 6, 8 All
- 9.1 NGSS-aligned science curriculum purchase (2016)

Section 3: Actions, Services, and Expenditures

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ 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 3 (2016-17): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²		Level of Service ³	
1. All students will be taught by highly qualified teachers.	Priority 1, 4		All	
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.		Priority 4	All	
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.		Priority 4	All	
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.		Priority 4, 5, 7	All	
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.		Priority 2, 4, 7, 8	All	
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.		Priority 3	All	
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.		Priority 2, 4, 8	All	
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be		Priority 2	All	

LCAP Year 3 (2016-17): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.

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|----|--|---------------------|-----|
| 9. | During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16. | Priority 4, 5, 6, 8 | All |
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Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. All students will be taught by highly qualified teachers.	Priority 1, 4	All
Action and Services	Annual Update: Review of Actions/Services	
2. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Priority 4	All
3. Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students, socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Priority 4	All
4. Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Priority 4, 5, 7	All
5. Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	Priority 2, 4, 7, 8	All
6. Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Priority 3	All
7. English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Priority 2, 4, 8	All
8. By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Priority 2	All
9. During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students	Priority 4, 5, 6, 8	All

in 2015-16.

Section 3: Actions, Services, and Expenditures

C. Description/Justification of LCFF Expenditures

- 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.)

Lake Elementary School District unduplicated pupil count is 40.59%, below the requisite 55% of enrollment for the concentration grant as determined pursuant to 5 CCR 15496(a)(5). We will continue to provide our students with all services necessary to maintain the high level of student achievement that we have historically achieved.

Supplemental grant funds will be used in a districtwide manner. Services utilized with these funds include hiring a bilingual instructional aide and purchasing additional time for educational specialist services.

Total Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	Total
All Funding Sources	139,300.00	187,200.00	172,500.00	499,000.00
Base	84,000.00	164,000.00	152,500.00	400,500.00
Other	25,300.00	3,200.00	0.00	28,500.00
Supplemental	30,000.00	20,000.00	20,000.00	70,000.00

Total Expenditures by Object Type				
Object Type	Year 1	Year 2	Year 3	Total
All Expenditure Types	139,300.00	187,200.00	172,500.00	499,000.00
1000-1999: Certificated Personnel Salaries	51,000.00	51,000.00	51,000.00	153,000.00
2000-2999: Classified Personnel Salaries	35,000.00	25,000.00	25,000.00	85,000.00
4000-4999: Books And Supplies	34,900.00	99,000.00	86,500.00	220,400.00
5000-5999: Services And Other Operating Expenditures	18,400.00	10,200.00	8,000.00	36,600.00
5700-5799: Transfers Of Direct Costs	0.00	2,000.00	2,000.00	4,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
All Expenditure Types	All Funding Sources	139,300.00	187,200.00	172,500.00	499,000.00
1000-1999: Certificated Personnel Salaries	Base	50,000.00	50,000.00	50,000.00	150,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Base	10,000.00	10,000.00	10,000.00	30,000.00
2000-2999: Classified Personnel Salaries	Supplemental	25,000.00	15,000.00	15,000.00	55,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
4000-4999: Books And Supplies	Base	17,000.00	97,000.00	84,500.00	198,500.00
4000-4999: Books And Supplies	Other	15,900.00	0.00	0.00	15,900.00
4000-4999: Books And Supplies	Supplemental	2,000.00	2,000.00	2,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Base	7,000.00	7,000.00	8,000.00	22,000.00
5000-5999: Services And Other Operating Expenditures	Other	9,400.00	3,200.00	0.00	12,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,000.00	0.00	0.00	2,000.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	2,000.00	2,000.00	4,000.00

Section 3: Actions, Services, and Expenditures

D. Description of Increased Services for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

- 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.

Lake Elementary School District does not meet the requisite 55% of enrollment of unduplicated (low income, foster youth, and English learner) pupils for the concentration grant as determined pursuant to 5 CCR 15496(a)(5). We will continue to provide our students with all services necessary to maintain the high level of student achievement that we have historically achieved.

Based on the FCMAT formula calculator, Lake Elementary's 2014-15 LCFF Supplemental Grant is projected to be \$28,335, a Minimum Proportionality Percentage of 2.47%.

Improved services for English learners include hiring a part-time bilingual aide to provide academic support in the classroom in addition to providing a home to school connection through translation services. The 4-hour aide allows for an additional 62% of time for increased services to English learners.

Improved services for English learners, low income, and foster youth include increasing the contracted time for the Education Specialist position. This position provides seamless support to students during school in both academics and behavior. The additional Education Specialist time equates to a 40% increase in service.