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

<u>**Introduction:**</u>

LEA: __Planada Elementary School District_____   **Contact (Name, Title, Email, Phone Number):_Jose L. Gonzalez, Superintendent jgonzalez@planada.k12.ca.us (209) 382-0756**   **LCAP Year:_2014 to 2017_**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Board: The LCAP facilitator met conducted an Board of Education focus group on 2/25/2014 at CECMS with all five board members in attendance. The LCAP facilitator reviewed the LCFF and the purpose of the LCAP. The facilitator reviewed the three sections of the LCAP and the eight state priorities with the certificated staff. Once this review was complete, the board members were tasked with reviewing the list of priorities that had resulted from the previous focus groups. Each board member had a chance to ask clarifying questions about these priorities. Once this review and clarification process was finished each individual board member was asked to select their 15 top priorities from the list or to write new ones. These were entered into ESE's *Focus Group Aggregation* ipad app and shared with the group. Administration:	Board: The board focus group produced the following five top priorities: 1. Utilizing the District's benchmark assessment system, teachers will regularly assess student mastery of RLA and mathematics standards, including frequent ELD program assessments. Increase frequency of assessments to 5 or 6 per year. 2. Provide a RTI system for all students in need of strategic or intensive intervention in ELA. This RTI model will include the following: Universal screening of all students: Tier I, II, and III (K-6) Tier I, and II (7-10). Interventions will comply with SBE required time. 3. Continue to provide staff development in SDAIE strategies for all teaching staff to ensure effective research-based instructional strategies in core content areas. 4. Ensure that all classes schedule the SBE appropriate amount of ELA Core and Intervention time. Ensure additional daily instructional minutes for strategic and intensive students that meet state guidelines.

Involvement Process	Impact on LCAP
The district administration met with the LCAP facilitator on 1/24/2013 to discuss the LCFF information and to begin strategic planning for the LCAP. Attending this meeting were Superintendent Jose Gonzalez, principals Ildefonso Nava, and Richard Lopez, CBO Lisa Umada, and coaches Sonia Alvarez, and Anne Lewis. The facilitator reviewed the three sections of the LCAP and the eight state priorities with the administration team. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observation, daily professional experiences, professional judgment, and student achievement data.	5. Develop a benchmark assessment accountability system that includes a minimum of 5 benchmarks/year in all social studies and science classes. This system will provide web-based access to results and necessary hardware at all school sites. All for these priorities will be addressed in this plan. <u>Administration:</u> The district administration team produced the following four top priorities:
Actions were then written onto poster paper in a brainstorm activity. Once all ideas were written on the posters each administrator was able to identify their 20 priority actions. These were then aggregated and most of these are reflected in the LCAP. The district administration reviewed a draft LCAP on 3/25/2014 to submit additional changes and requests.	1. Fully implement Summer School with an instructional program that is data driven and focused on closing the achievement gap and providing enrichment programs and scheduled to improve student achievement at the beginning of the subsequent school year. 2. Increase after school participation in visual and performing arts programs, digital media, reading club. 3. Provide a Kinder academy. 4. Hire an academic dean/counselor tasked with discipline and academics, SSTs, manage assessments, etc.
<u>Certificated:</u> The LCAP facilitator met with certificated staff during two different sessions. The high school staff participated in focus group on in the high school library. The K-8 staff participated in a focus group on in the board room. Priority actions for both groups were aggregated into one focus group for purposes of the needs assessment.	All of these priorities will be addressed in this plan. <u>Certificated:</u> The certificated staff focus group produced the following four top priorities:
During these focus groups the LCAP facilitator reviewed the LCFF and the purpose of the LCAP. The facilitator reviewed the three sections of the LCAP and the eight state priorities with the certificated staff. Once the review was complete staff was tasked with identifying actions that would assist the district in support of the eight state priorities.	1. Provide both sites with the bandwidth necessary to run all programs in an appropriate manner. 2. Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad, etc.
Actions were then written onto and/or identified as priorities using a brainstorm activity. Once all ideas were written on the posters each teacher was able to identify their 12 priority actions. These were then aggregated and most of these are reflected in the LCAP.	3. Provide a Kinder academy. 4. Increase after school participation in visual and performing arts programs, digital media, reading club.
<u>Classified:</u> The LCAP facilitator met with classified staff from CECMS on 2/5/2014 and from PES on 2/12/2014. In addition five classified staff attended a parent community focus group held on 1/27/2014. At all meetings the LCAP facilitator reviewed the LCFF and the purpose of the LCAP. The facilitator reviewed the three sections of the LCAP and the eight state priorities with the certificated staff. Once the review was completed classified staff was gathered into a small group and they were tasked with writing actions that would assist the district in support of the eight state priorities. Actions were then written onto poster paper in a brainstorm activity. Once all ideas were written on the posters each teacher was able administrator was able to identify their 12 priority actions. These were then aggregated and most of these are reflected in the LCAP.	All for these priorities will be addressed in this plan. <u>Classified:</u> The classified staff priorities were aggregated with the certificated staff priorities. <u>Parent / Community:</u> The parent and community focus group produced the following four top priorities: 1. Provide a dual language spanish / english academy in grades K-3. 2. Fully implement Summer School with an instructional program that is data driven and focused on closing the achievement gap and providing enrichment programs and scheduled to improve student achievement at the beginning of the subsequent school
<u>Parent / Community:</u>	

Involvement Process	Impact on LCAP
The LCAP facilitator met conducted an open to the public parent / community focus group on 1/27/2014 at PES with approximately 45 parents and community members present. The LCAP facilitator reviewed the LCFF and the purpose of the LCAP. The facilitator reviewed the three sections of the LCAP and the eight state priorities with the certificated staff. Once this review was complete the group was broken up into small groups of four to eight with a facilitator with each group. The groups were tasked with reviewing the list of priorities that had resulted from the administration focus group. Each group discussed the administration priorities and then each individual prioritized their top ten from the list or they wrote additional actions. These were aggregated and placed on posters that were taped to the walls. At this point each participant was given the opportunity to identify their top 12 actions. These were then aggregated and many of these are reflected in the LCAP. Each group with Spanish speakers had a bilingual facilitator. On 3/25/2014 the district held an additional parent meeting to share the findings and results of the focus groups. Approximately 30 stakeholders including teacher, classified staff, and parents were present. The complete LCAP in draft format was available to stakeholders on 4/14/2014. The superintendent provided the draft LCAP to the Parent Advisory Committee and the DELAC on 5/12/2014. The superintendent provided a written response to appropriate questions. The LCAP was presented to the board for a public hearing on 6/19/2014 and was scheduled for bard adoption on 6/26/2014.	year. 3. Hire a P.E. teacher/coach at PES. 4. Provide a student counseling program. All for these priorities will be addressed in this plan. Parent / Community: These various groups' priorities were identified and synthesized into five goals for the LCAP: 1. Student achievement as measured by API, AYP, and Title III targets will increase. 2. Technology access and instructional use will increase. 3. School environment will be well maintained, sustainable, safe, welcoming and used by the community. 4. Student participation in College & Career Ready (CCR) and 21st Century Skills programs will increase 5. Parent participation in and connectedness with the schools will increase.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

Guiding Questions:

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

Identified Need and Metric (Needs identified and metrics used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Each goal may be linked to more than one.)
	Description of Goal	Applicable Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Title III Accountability Data indicates that for six consecutive years PESD ELL students have not been meeting all AMAO's

STAR 2013 results show the current percent Proficient/Advanced ELA – 46% Math – 52%

Metrics: *Rate of teacher misassignments *Student access to standards-aligned instructional materials *Facilities Inspection Tool *Implementation of Common Core *Performance on CAASPP *Students redesignated Fluent English Proficient *EL reclassification *Student access and enrollment in all required areas of study *Local benchmark assessments (EXAMPLE)

Note: Metrics will not include college and career | 1. To increase the academic achievement rates of all students. | All | All | | 1a. Students will complete benchmark assessments and a baseline will be created.

1b. Assemble a committee to research the most recent materials out in the major content areas.

1c. Release two teachers from each grade level to develop pacing guides.

1d. Hire maintenance staff.

1e. Research and purchase a learning management system.

1f. Research dual language programs through on-site visits.

1g. Research test prep programs for SBAC. | 1a. An increase of 5% on the district benchmark assessment will occur.

1b. Purchase the materials for the major content areas and create a baseline on local assessments for Social Studies and Science.

1c. Implement pacing guides in each grade level.

1d. Increase our FIT percentage by 2%.

1e. 50% of teachers will utilize the learning management system.

1f. Develop a plan for implementation of a dual language program.

1g. Purchase and implement test prep program for SBAC and determine a baseline on CAASPP. | 1a. An increase of 5% on the district benchmark assessment will occur.

1b. Develop a baseline on CAASPP for math and ELA and increase by 5% on the local assessment for Social Studies and Science.

1c. Revise pacing guides in each grade level.

1d. Increase FIT percentage by 2%.

1e. 100% of teachers will utilize the learning management system.

1f. Implement a dual language program in grades Tk-3.

1g. Increase CAASPP percentage on ELA and math by 5% at all grade levels. | Priority1: Basic Services Priority 2: Common Core Implementation Priority 4: Student Achievement |

Identified Need and Metric (Needs identified and metrics used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Each goal may be linked to more than one.)
	Description of Goal	Applicable Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
readiness, AP and EAP results because we are a Tk-8 district.					1h. Conduct Instructional Rounds on a monthly basis to determine academic areas of focus. 1i. Provide professional learning to 50% of teachers in major content areas.	1h. Conduct Instructional Rounds on a monthly basis to revise academic areas of focus. 1i. Provide professional learning to 50% of teachers in major content areas.	1h. Increase CAASPP percentage on ELA and math by 5% at all grade levels. 1i. Increase CAASPP percentage on ELA and math by 5% at all grade levels.	
Need: District Technology Assessment indicates that the majority of classroom technology is five years or older. Additionally, most classrooms have fewer than five computers for students use Metric: *Other indicators of student performance in required areas of study	2. To increase technology access and instructional use.	All	All		2.A. Increase teacher proficiency on the ESE Teacher Technology Survey by 5% each year. 2.B. Increase student proficiency in the use of technology as a learning tool as measured by ESE Student Technology Usage Survey. 2.C. Increase student use of technology for assessment purposes as measured by the number of assessments taken using student technology.	2.A. Increase teacher proficiency on the ESE Teacher Technology Survey by 5% each year. 2.B. Increase student proficiency in the use of technology as a learning tool as measured by ESE Student Technology Usage Survey. 2.C. Increase student use of technology for assessment purposes as measured by the number of assessments taken using student technology.	2.A. Increase teacher proficiency on the ESE Teacher Technology Survey by 5% each year. 2.B. Increase student proficiency in the use of technology as a learning tool as measured by ESE Student Technology Usage Survey. 2.C. Increase student use of technology for assessment purposes as measured by the number of assessments taken using student technology.	Priority 8: Other Student Outcomes

Identified Need and Metric (Needs identified and metrics used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Each goal may be linked to more than one.)
	Description of Goal	Applicable Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: CA Healthy Kids Survey Data shows that 71% of students feel their school is safe or very safe. 70% reported a sense of connection to the school. Metric: *School attendance rates *Chronic absenteeism rates *Middle school dropout rates *Student suspension rates *Student expulsion rates *California Healthy Kids Survey (CHKS). Note: Metrics will not include high school dropout rates and high school graduation rates because we are a Tk-8 district.	3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	All	All		3.A. Increase positive teacher responses on the Facilities Environment Survey by 5% each year. 3.B. Increase the % of 5th graders that feel very safe at school by 2% each year as measured by CHKS. 3.C. Increase the % of 5th graders that report high levels of caring relationships with an adult at school by 2% each year as measured by CHKS.	3.A. Increase positive teacher responses on the Facilities Environment Survey by 5% each year. 3.B. Increase the % of 5th graders that feel very safe at school by 2% each year as measured by CHKS. 3.C. Increase the % of 5th graders that report high levels of caring relationships with an adult at school by 2% each year as measured by CHKS.	3.A. Increase positive teacher responses on the Facilities Environment Survey by 5% each year. 3.B. Increase the % of 5th graders that feel very safe at school by 2% each year as measured by CHKS. 3.C. Increase the % of 5th graders that report high levels of caring relationships with an adult at school by 2% each year as measured by CHKS.	Priority 5: Student Engagement Priority 6: School Climate

Identified Need and Metric (Needs identified and metrics used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Each goal may be linked to more than one.)
	Description of Goal	Applicable Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Parent and student surveys reflects the need for more opportunities for CCR and 21st Century Skills . Metric: *Student access and enrollment in all required areas of study.	4. To increase student participation in College & Career Ready (CCR) and 21st Century Skills programs.	All	All		4.A. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills class by 5% each year. 4.B. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills program by 5% each year.	4.A. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills class by 5% each year. 4.B. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills program by 5% each year.	4.A. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills class by 5% each year. 4.B. Increase the % of students participating in a College & Career Ready (CCR) and 21st Century Skills program by 5% each year.	Priority 7: Course Access
Need: Parent surveys reflect the need for increased opportunities to collaborate with schools and parent education class. Metric: *Efforts to seek parent input *Promotion of parent participation	5. To increase opportunities for parent education to support student learning.	All	All		5.A. Increase the # of parent logins to online grade and attendance tools by 500 each year. 5.B. Increase the # of on-site contacts parents have with the district parent meeting attendance sign-ins. (1 contact = 1 parent + district employee) 5.C. Increase parent proficiency in 21st Century Skills as measured by benchmark skills assessments.	5.A. Increase the # of parent logins to online grade and attendance tools by 1,000 each year. 5.B. Increase the # of on-site contacts parents have with the district parent meeting attendance sign-ins. (1 contact = 1 parent + district employee) 5.C. Increase parent proficiency in 21st Century Skills as measured by benchmark skills assessments.	5.A. Increase the # of parent logins to online grade and attendance tools by 1,500 each year. 5.B. Increase the # of on-site contacts parents have with the district parent meeting attendance sign-ins. (1 contact = 1 parent + district employee) 5.C. Increase parent proficiency in 21st Century Skills as measured by benchmark skills assessments.	Priority 3: Parental Involvement

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. To increase the academic achievement rates of all students.	Priority 2: Common Core Implementation Priority 4: Student Achievement Priority 8 – Other Student Outcomes	1a. All students will complete at least 5 Benchmark Assessments in RLA, Math, ELD, Science, and Social Science.	LEA-wide		1a. Benchmark Assessments content areas. (School City License) Cost: $12,000, Source: LCFF	1a. Benchmark Assessments content areas. (School City License) Cost: $12,000, Source: LCFF	1a. Benchmark Assessments content areas. (School City License) Cost: $12,000, Source: LCFF
		1b. Purchase and implement the most recent SBE approved Math, RLA, Social Studies and Science curriculum at all grade levels K-8.			1b. Research curriculum – teacher time out of classroom. Cost: $2,000 Source:	1b. Purchase all major content areas for grades K-8. Cost: $200,000	1c. Replenish curriculum for destroyed book and/or new students. Cost: $10,000
		1c. Provide release time for teachers to work on pacing guides and scope and sequence.			1c. Teacher release time for implementation of pacing guides. Cost: $2,000	1c. Implementation of pacing guides – copying costs. Cost: $1,000	1c. Release time for teachers to revise pacing guides. Cost: $2,000
		1d. Staff the maintenance department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation.			1d. Hire 7 Full Time Employees (FTE). Cost: $200,000	1d. Salary increase for 7 (FTE). Cost: $2,000	1d. Salary increase for 7 (FTE). Cost: $2,000
		1e. Provide a learning management system (Synced Solution) to facilitate scope and			1e. Purchase a learning management system. Cost: $100,000	1e. Yearly renewal of learning management system. Cost: $1,500	1e. Yearly renewal of learning management system. Cost: $1,500

		sequence, deposit lessons, and provide formative assessments. 1f. Assess a dual language academy. 1g. Provide a test prep program for all students to prepare them to be successful in the new California Assessment of Student Performance and Progress (CAASPP). 1h. Conduct monthly instructional rounds with principal and teachers looking for focus strategies. 1i. Provide PD for teachers, invited guest teachers and paraprofessionals on implementation of the CCSS.			1f. Visits to school sites implementing a dual language academy. Cost: $2,000 1g. Online research of a test prep program. Cost: None 1h. Substitute costs for conducting Instructional Rounds. Cost: $20,000 1i. Professional development inclusive of tech integration, and 4 C's. Cost: $25,000	1f. Release time for teachers to prep during the year. Cost: $2,000 1g. Purchase test prep program. Cost: $8,000 1h. Substitute costs for conducting Instructional Rounds. Cost: $20,000 1i. Professional development inclusive of tech integration, and 4 C's. Cost: $25,000	1f. Hire new staff for dual language academy. Cost: $75,000 1g. Purchase replacement materials for test prep program. Cost: $1,000 1h. Substitute costs for conducting Instructional Rounds. Cost: $20,000 1i. Professional development inclusive of tech integration, and 4 C's. Cost: $25,000
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	1.C.2	Complete Phase I of the Facilities Master Plan. This phase includes modernizing the PES multi-use room, staff lounge and restrooms, student restrooms, ADA compliance, and the kitchen.	LEA-wide			Complete Phase I of the Facilities Master Plan. This phase includes modernizing the PES multi-use room, staff lounge and restrooms, student restrooms, ADA compliance, and the kitchen. Total Cost: $0, Source: --	
2. To increase technology access and instructional use.	1.C.3	Complete technology upgrade plan including a fully wireless environment throughout the district, full VOIP, new fiber backbone, new switches, etc.	LEA-wide			Complete technology upgrade plan including a fully wireless environment throughout the district, full VOIP, new fiber backbone, new switches, etc. (E-Rate) Total Cost: $0, Source: --	
2. To increase technology access and	1.C.4	Provide all sites with the bandwidth necessary to run all programs in an	LEA-wide		Provide all sites with the bandwidth necessary to run all programs in an appropriate manner. Total Cost: 10%	Provide all sites with the bandwidth necessary to run all programs in an appropriate manner. Total Cost: 10%	Provide all sites with the bandwidth necessary to run all programs in an appropriate manner. Total Cost: 10%

instructional use.		appropriate manner.			of bill, Source: E-Rate	bill, Source: E-Rate	bill, Source: E-Rate
2. To increase technology access and instructional use.	1.C.5	Staff a 10 hrs/day classified tech support position.	LEA-wide		Staff a 10 hrs/day classified tech support position. (5.5hrs/day x 190days x $15/hr) Est Cost: $31,350, Source: LCFF	Staff a 10 hrs/day classified tech support position. (5.5hrs/day x 190days x $15/hr) Source: LCFF	Staff a 10 hrs/day classified tech support position. (5.5hrs/day x 190days x $15/hr) Source: LCFF
2. To increase technology access and instructional use.	1.C.6	Start a Mouse squad student tech leadership team to assist with technology troubleshooting and maintenance.	LEA-wide		Start a Mouse squad student tech leadership team to assist with technology troubleshooting and maintenance. Total Cost: $5,000, Source: LCFF	Start a Mouse squad student tech leadership team to assist with technology troubleshooting and maintenance. Total Cost: $0, Source: -	Start a Mouse squad student tech leadership team to assist with technology troubleshooting and maintenance. Total Cost: $0, Source: -
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	1.C.7	Install a blacktop for basketball and volleyball at CECMS.	LEA-wide		Install a blacktop for basketball and volleyball at CECMS. Total Cost: $40,000, Source: LCFF		
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	1.C.9	Maintain functioning faucets at each location with water faucets.	LEA-wide			Maintain functioning faucets at each location with water faucets. Total Cost: $0, Source: 1.C.1	Maintain functioning faucets at each location with water faucets. Total Cost: $0, Source: 1.C.1
5. To increase opportunities for parent education to support student learning.	3.A.1	Provide annual parent conferences that focus on the theme of parents as "partners and leaders" providing workshops on learning at home strategies, parenting, and understanding of the educational system.	LEA-wide		Provide annual parent conferences that focus on the theme of parents as "partners and leaders" providing workshops on learning at home strategies, parenting, and understanding of the educational system. Est. Cost: $5,000, Source: LCFF	Provide annual parent conferences that focus on the theme of parents as "partners and leaders" providing workshops on learning at home strategies, parenting, and understanding of the educational system., Source: LCFF	Provide annual parent conferences that focus on the theme of parents as "partners and leaders" providing workshops on learning at home strategies, parenting, and understanding of the educational system Source: LCFF

5. To increase opportunities for parent education to support student learning.	3.A.4	Track parent-district contacts using online login tracking and sign in sheets for parent meetings and trainings.	LEA-wide		Track parent-district contacts using online login tracking and sign in sheets for parent meetings and trainings. Total Cost: $0, Source: 1.C.5	Track parent-district contacts using online login tracking and sign in sheets for parent meetings and trainings. Total Cost: $0, Source: 1.C.5	Track parent-district contacts using online login tracking and sign in sheets for parent meetings and trainings. Total Cost: $0, Source: 1.C.5
4. To increase student participation in College & Career Ready (CCR) and 21st Century Skills programs.	4.A.2	Initiate a CCR and 21st Century Skills program that includes a Jr. Doctors Academy, a STEM program, and a computer literacy program.	LEA-wide			Initiate a CCR and 21st Century Skills program that includes a Jr. Doctors Academy, a STEM program, and a computer literacy program. Total Cost: $0, Source: --	Initiate a CCR and 21st Century Skills program that includes a Jr. Doctors Academy, a STEM program, and a computer literacy program. Total Cost: $0, Source: --
2. To increase technology access and instructional use.	5.A.1	Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad.	LEA-wide		Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad, etc. Est Cost: $125,000, Source: LCFF	Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad, etc. Total Cost: $0, Source:	Provide a 1 to 1 environment for district approved technology, i.e. Chrome Book, Surface, Ipad, etc. Total Cost: $0, Source:
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	5.A.2	Increase the counselor position from .25 FTE to a 1.0 FTE by year three of the plan. Job tasks include assisting with discipline, academics, SSTs, assessments.	LEA-wide		Start Phase in next year	Increase the counselor position from .50 FTE to a 1.0 FTE by year three of the plan. (.5-yr1, .75-yr 2, 1.0-yr 3) Source: LCFF	Increase the counselor position from .50 FTE to a 1.0 FTE by year three of the plan. (.5-yr1, .75-yr 2, 1.0-yr 3) Source: LCFF
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	5.A.3	Implement a character development program.	LEA-wide		Implement a character development program. Est. cost: $15,000, Source: LCFF		
3. School environment will be well maintained, sustainable,	6.A.2	Convene a district safety committee that will meet 3 times each year. (Training for committee members)	LEA-wide		Convene a district safety committee that will meet 3 times each year. (Training for committee members) Est. Cost: $5,000, Source: LCFF	Convene a district safety committee that will meet 3 times each year. (Training for committee members) Total Cost: $0, Source: --	Convene a district safety committee that will meet 3 times each year. (Training for committee members) Total Cost: $0, Source: --

safe, welcoming and used by the community.							
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	6.A.4	Increase the number of surveillance cameras on district property.	LEA-wide			Increase the number of surveillance cameras on district property. Total Cost: $0, Source: --	
4. To increase student participation in College & Career Ready (CCR) and 21st Century Skills programs.	6.A.5	Hire a certificated librarian.	LEA-wide		Hire a certificated librarian. Total Cost: $80,000, Source: LCFF	Hire a certificated librarian. Total Cost: $80,000, Source: LCFF	Hire a certificated librarian. Total Cost: $80,000, Source: LCFF
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	6.A.7	Staff 4 FTE administrators to oversee and run the schools and district central.	LEA-wide		Staff 4 FTE administrators to oversee and run the schools and district central. Est. Cost: $519,104, Source: LCFF	Staff 4 FTE administrators to oversee and run the schools and district central. Total Source: LCFF	Staff 4 FTE administrators to oversee and run the schools and district central. Source: LCFF
4. To increase student participation in College & Career Ready (CCR) and 21st Century Skills programs.	7.A.1	Begin an after school visual and performing arts, digital media, and reading club program.	LEA-wide		Begin an after school visual and performing arts, digital media, and reading club program. Est. Cost: $50,000, Source: LCFF	Begin an after school visual and performing arts, digital media, and reading club program. Total Cost: $0, Source: --	Begin an after school visual and performing arts, digital media, and reading club program. Total Cost: $0, Source: --
4. To increase student participation in College &	7.A.3	Increase in school instructional time in visual and performing arts.	LEA-wide		Increase in school instructional time in visual and performing arts. Total Cost: $25,000, Source: LCFF	Increase in school instructional time in visual and performing arts. Total Cost: $5,000, Source: LCFF	Increase in school instructional time in visual and performing arts. Total Cost: $5,000, Source: LCFF

Career Ready (CCR) and 21st Century Skills programs.							

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For low income pupils:					
1. To increase the academic achievement rates of all students.	2.A.1	All students will be diagnosed for placement in RLA, Math, and ELD intervention classes.	LEA-wide		All appropriate students will be diagnosed for placement in ELD intervention classes. Total Cost: $0, Source: --	All appropriate students will be diagnosed for placement in ELD intervention classes. Total Cost: $0, Source: --	All appropriate students will be diagnosed for placement in ELD intervention classes. Total Cost: $0, Source: --
1. To increase the academic achievement rates of all students.	2.A.2	Provide 1.0 FTE Academic Coaches to all teachers	LEA-wide		Provide 1.0 FTE Academic Coaches to all teachers. Cost: $79,657, Source: LCFF/Title I	Provide 1.0 FTE Academic Coaches to all teachers, Source: LCFF, Title I	Provide 1.0 FTE Academic Coaches to all, Source: LCFF/Title I
1. To increase the academic achievement rates of all students.	2.A.3	Provide 0.5 FTE Academic Coaches to all teachers	LEA-wide		Provide 0.5 FTE Academic Coaches to all teachers. Est. Cost: $39,828, Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers, Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers, Source: Title I/LCFF
1. To increase the academic achievement rates of all students.	2.A.10	Provide a Kinder academy to run 2 weeks during the summer prior to the beginning of school.	LEA-wide		Provide a Kinder academy to run 2 weeks during the summer prior to the beginning of school. Est. Cost: $3,500, Source: LCFF/Title I		
		For English learners:					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. To increase the academic achievement rates of all students.	1.B.7	Purchase additional CCSS aligned instructional materials to support teachers in working with EL students.	LEA-wide		Purchase additional CCSS aligned instructional materials to support teachers in working with EL students. Est. Cost: $22,289, Source: Lottery Prop 20/Title I/LCFF	Purchase additional CCSS aligned instructional materials to support teachers in working with EL students. Source: Lottery Prop 20/Title I/LCFF	Purchase additional CCSS aligned instructional materials to support teachers in working with EL students. Source: Lottery Prop 20/Title I/LCFF
1. To increase the academic achievement rates of all students.	2.A.1	All appropriate students will be diagnosed for placement in ELD intervention classes.	LEA-wide		All appropriate students will be diagnosed for placement in RLA, Math, and ELD intervention classes. Total Cost: $0, Source: --	All appropriate students will be diagnosed for placement in RLA, Math, and ELD intervention classes. Total Cost: $0, Source: --	All appropriate students will be diagnosed for placement in RLA, Math, and ELD intervention classes. Total Cost: $0, Source: --
1. To increase the academic achievement rates of all students.	2.A.2	Provide 1.0 FTE Academic Coaches to all teachers.	LEA-wide		Provide 1.0 FTE Academic Coaches to all teachers. Est. Cost: $79,657, Source: LCFF/Title I	Provide 1.0 FTE Academic Coaches to all teachers. Source: LCFF/Title I	Provide 1.0 FTE Academic Coaches to all teachers, Source: LCFF/Title I
1. To increase the academic achievement rates of all students.	2.A.3	Provide 0.5 FTE Academic Coaches to all teachers.	LEA-wide		Provide 0.5 FTE Academic Coaches to all teachers. Est. Cost: $39,828, Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers. Source: Title I/LCFF
5. To increase opportunities for parent education to support student learning.	3.A.2	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically.	LEA-wide		Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Est. Cost: $5,000, Source: LCFF/Title I	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Source: LCFF/Title I	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Source: LCFF/Title I

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5. To increase opportunities for parent education to support student learning.	3.A.3	Provide training to parents designed to improve their 21st Century Skills.	LEA-wide		Provide training to parents designed to improve their 21st Century Skills. Est. Total, Source: Title I/LCFF	Provide training to parents designed to improve their 21st Century Skills. Source: Title I/LCFF	Provide training to parents designed to improve their 21st Century Skills., Source: Title I/LCFF
1. To increase the academic achievement rates of all students.	4.A.3	Place students into ELD classes based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis.	LEA-wide		Place students into ELD classes based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis. Total Cost: $0, Source: --	Place students into ELD classes based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis. Total Cost: $0, Source: --	Place students into ELD classes based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis. Total Cost: $0, Source: --
1. To increase the academic achievement rates of all students.	4.A.4	Provide PD on the EL Process and CELDT test.	LEA-wide		Provide PD on the EL Process and CELDT test. Total Cost: Source: Title I/LCFF	Provide PD on the EL Process and CELDT test, Source: Title I/LCFF	
		R-FEP:					
1. To increase the academic achievement rates of all students.	1.B.7	Purchase additional CCSS aligned instructional materials to support teachers in working with R-FEP students.	LEA-wide		Purchase additional CCSS aligned instructional materials to support teachers in working with R-FEP students. Est. Cost: $22,289, Source: Lottery Prop 20/LCFF	Purchase additional CCSS aligned instructional materials to support teachers in working with R-FEP students. Source: Lottery Prop 20/LCFF/Title	Purchase additional CCSS aligned instructional materials to support teachers in working with R-FEP students. Source: Lottery Prop 20/LCFF/Title
1. To increase the academic achievement rates of all students.	2.A.2	Provide 1.0 FTE Academic Coaches to all teachers	LEA-wide		Provide 1.0 FTE Academic Coaches to all teachers. Est. Cost: $79,657, Source: LCFF/Title I	Provide 1.0 FTE Academic Coaches to all Source: LCFF/Title I	Provide 1.0 FTE Academic Coaches to all Source: LCFF/Title I

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					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)?		
1. To increase the academic achievement rates of all students.	2.A.3	Provide 0.5 FTE Academic Coaches to all teachers.	LEA-wide		Provide 0.5 FTE Academic Coaches to all teachers. Est. Cost: $39,828, Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers. Source: Title I/LCFF	Provide 0.5 FTE Academic Coaches to all teachers. Source: Title I/LCFF
5. To increase opportunities for parent education to support student learning.	3.A.2	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically.	LEA-wide		Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Source: LCFF/Title I	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Source: LCFF/Title I	Provide parenting classes to the community designed to assist parents in their efforts to support their children academically. Source: LCFF/Title I
5. To increase opportunities for parent education to support student learning.	3.A.3	Provide training to parents designed to improve their 21st Century Skills.	LEA-wide		Provide training to parents designed to improve their 21st Century Skills. Source: Title I/LCFF	Provide training to parents designed to improve their 21st Century Skills. Source: Title I/LCFF	Provide training to parents designed to improve their 21st Century Skills. Source: Title I/LCFF
		Foster Youth:					
3. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	6.A.9	Develop an outreach and monitoring system to identify foster youth and provide ongoing support for their academic success.			Develop an outreach and monitoring system to identify foster youth and provide ongoing support for their academic success. Total Cost: $0, Source: --	Develop an outreach and monitoring system to identify foster youth and provide ongoing support for their academic success. Total Cost: $0, Source: --	

B. 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.)

Under the new Local Control funding Formula (LCFF), districts can use funds at their own discretion and upon the needs of each district. Part of the calculation the State added supplemental and concentration funding for students who require extra support and intervention for Planada Elementary School District the phase in Local Control Funding Formula **targeted base** is estimated to be $2,074,999 based on 93.70% of our students.

The estimated amount that the district expects to receive in 2014-15 for Supplemental and Concentration grant is $947,967.

Since Planada Elementary School District percentage is 93.70% of our students we will be using our additional funding district wide.

Below is what the District plans to implant in the current budget year:

- Hiring a Librarian to provide students with full access to the library and media center
- Providing Professional development for teachers, invited guest teachers and paraprofessionals on effective classroom practices and strategies with the goal of improving the delivery of instruction.
- Fully implement Summer School with an instructional program targeted to LI, EL, R-FEP, and foster youth.
- Providing a Kinder academy to run 2 weeks during the summer prior to the beginning of school.
- Purchase additional Common Core aligned instructional materials to support teachers in working with at-risk and EL students.
- Providing parenting classes to the community designed to assist parents in their efforts to support their children academically.
- Increasing the amount of technology which is available to targeted students.

C. 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.

Planada Elementary School District's Minimum Proportionality Percentage (MMP) is 20.19% based on prior year's expenses.

The district will increase and improve services by hiring a newly hired librarian who will be providing services to our students to help with language literacy. Our other priority is to increase technology support staff. Please see section 3B for additional

Services provided in the LCAP for low income pupils, foster youth and English Learners provided for increased or improved services are proportional and reflected in the plan as follows: The proportionality percentage will be met by providing additional targeted supports for unduplicated pupils and underperforming students by providing increased targeted supports - professional development, increase district infrastructure for site and district English Learner programs, provide increase access to enrichment and Visual and Performing Arts programs (VAPA), and increase supports for foster youth.

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