

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

Introduction: The Shoreline Unified School District is a K – 12 district that serves approximately 507 students at 5 different school sites: Bodega Bay School (K – 5), Inverness School (K -1), Tomales Elementary School (K – 8), Tomales High School (9 – 12) and West Marin School (2 – 8). The school district is geographically very large covering over 230 square miles with approximately 80% of the students we serve riding the bus to school each day.

LEA: Shoreline Unified School District **Contact:** Thomas Stubbs, Superintendent Tom.Stubbs@shorelineunified.org, (707) 878-2257

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

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

Involvement Process	Impact on LCAP
<p>In embarking on the creation of this plan, the Shoreline Unified School District (SUSD) aimed to seek substantive and thoughtful input for all stages of plan development.</p> <ol style="list-style-type: none"> 1. Beginning in December 2013, SUSD began to notify stakeholders about the Local Control Funding Formula (LCFF) and Local Control & Accountability Plan (LCAP). This was done at meetings of the Governing Board, administrators, PTA, community organizations, District English Learner Advisory Committee (DELAC), and with other district and site level committees. 2. In January 2014, site and district administrators met for several intensive analysis sessions to discuss the rollout plan regarding the eight state priorities and raise issues of concern for the district and for specific sites. 3. In January 2014, an LCAP advisory committee was formed. The rationale for forming the committee was to gather a group that would be a representative cross section of the district’s makeup and be able to provide not only input on the plan but for these members to serve as liaisons to their constituents. The committee was made up of board 	<p>In the initial planning stages, input from administrators and Governing Board, as well as anecdotal information from teachers and parents were used to formulate the first draft of the goals. After the first LCAP committee meeting, we disseminated district data on student achievement, parent and student engagement and other anecdotal information to review and formulate their own goals to be raised in meeting #2.</p> <p>Information from all stakeholder meetings as well as qualitative and quantitative data collected over the past three years were used to inform the final LCAP.</p> <p>After the second LCAP committee meeting, draft goals were revised and edited to reflect input of the committee.</p> <p>After the final LCAP committee meeting, priorities were set by the participants and suggested action steps were created to reflect these priorities.</p>

Involvement Process	Impact on LCAP
<p>members, administrators, teachers, classified employees, parents, students, and community members. Members were solicited through school newsletters, a district wide call, requests to sign up at board meetings, and the district's website.</p> <p>4. The LCAP committee met three times in February, March and April of 2014:</p> <p>A. Meeting #1: Foundational information meeting on LCAP and LCFF, purpose of committee, presentation of district history of developing recent strategic plans (Listening Campaign, Cultural Proficiency and Board Retreats) and how this planning impacts each of the eight State Priorities. We also broke the LCAP committee into three sub groups - Conditions of Learning; Pupil Outcomes, and Engagement and left all groups with the task of reviewing district data to ascertain possible goals to be explored in meeting #2.</p> <p>B. Meeting #2: These meetings were facilitated by district principals. Each focus group reviewed district data (SARC's, Single Plans for Student Achievement by school, STAR/CST data, etc) and developed draft goals for each focus area. These draft goals were presented to the LCAP committee. Each committee was given a set of priorities to review for accuracy and asked to review goals, re-submit new goals, or revise draft goals and to come up with possible action plans for Meeting #3.</p> <p>C. Meeting #3: Participants were asked to prioritize the goals in order of importance/urgency and then asked to identify possible actions to support the goals of greatest priority.</p> <p>5. After these meetings were held and input gathered, the LCAP action steps were written to reflect the prioritization of stakeholders. These action steps have been crafted to fit into the LCAP template according to the guidelines of the template. This template draft will be shared with the LCAP committee to insure it captures the voice of all those who sat and participated on the LCAP committee. The draft will then be presented to Terena Mares from MCOE for county input and direction.</p> <p>6. Input was gathered from the public via website and in person from May 19, 2014, to May 31, 2014. The draft was again revised. The</p>	

Involvement Process	Impact on LCAP
<p>Superintendent responded to all questions in writing via the district website.</p> <p>7. The first draft of the LCAP was presented to the governing board on the June 19, 2014, Board Meeting after which the public hearing period commenced. Comments from the board and/or community will be addressed and considered for the final draft.</p> <p>8. The final draft of the LCAP was presented to the governing board at the June 26, 2014, board meeting and adopted.</p>	

Section 2: Goals and Progress Indicators

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

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

between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local Priorities
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(What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Analysis of Progress	LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	(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.)
<p>Need: Rigorous and relevant curriculum to prepare students for college/career readiness</p> <p>Metric: *Standards aligned Report Cards *Improved Scores in Early Assessment Program (EAP) *Standardized Statewide Assessment *Academic Performance Index</p>	All students will meet high academic standards and be college and career ready	All	All		Students will demonstrate improved achievement in Standardized Test scores and interest in learning.			1 - Basic Conditions, 2 - Standards Implementation, 4 - Pupil Achievement, 5 - Pupil Engagement, 7 - Course Access, and 8 - Pupil Outcomes.
<p>Need: Students are connected to a safe and supportive school community</p> <p>Metric: *School attendance</p>	Safe and supportive school culture	All	All		Students will attend school more often			5 - Pupil Engagement 6 - School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
*Behavior/Suspension Data * Student Surveys * Standardize Statewide Assessment Data * Academic Performance Index					Students will be more engaged in school and school activities.			
Need: Safe and Clean School environment Metric: * Facilities Inspection Report	Safe and adequate facilities	All	All		Student will have adequate facilities for food service. Students will have a clean and safe environment for learning.			1 - Basic Conditions 6 – School Climate
Need: *Parent education regarding all student programs	Improve parent involvement	All	All		Students will be better supported as they establish goals and career			3- Parent Involvement, 6 – School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
Metric: *Parent Survey *Parent Meeting sign-in sheets *Master Calendar *Committee Membership					pathways.			

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All students will meet high academic standards and be college and career ready	1- Basic Conditions,2 - Standards Implementation,4 - Pupil Achievement,5 - Pupil Engagement,7 - Course Access, and 8 - Pupil Outcomes.	Create collaborative teams of teachers to articulate K – 12 instruction.	Schoolwide		Staff time \$114,100 Source: Title II EPA Common Core	Staff time \$89,600 Source: Title II EPA	Staff Time \$89,600 Source: Title II EPA
		Provide Staff Development for the continued integration of Common Core standards and for the effective instructional strategies for delivering common core standards.	Schoolwide		Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted
		Develop Career pathways for students	THS				
Safe and supportive school culture	5 - Pupil Engagement 6 - School Climate	Staff will facilitate School Climate workshops and events for students	Schoolwide		Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		Provide student assemblies/workshops around health, wellness, conflict managements and safety	Schoolwide		Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted	Staff Time \$44,500 Ssource: Unrestricted
Safe and adequate facilities	1- Basic Conditions 6 – School Climate	Assemble a District Facilities Committee Author a General Obligation Facilities Bond	Schoolwide Schoolwide		Staff Time \$6,900 Source: Unrestricted	Staff Time \$19,400 Source: Unrestricted	Staff Time \$19,400 Source: Unrestricted
Improve parent involvement	3- Parent Involvement, 6 – School Climate	Provide descriptions to parents of programs and service providers <u>English Learners and Designated Fluent Proficient students</u> Provide parent information regarding events, programs and resources and include	Schoolwide Schoolwide		Staff Time \$8,000 Source: Unrestricted	Staff Time \$8,000 Source: Unrestricted	Staff Time \$8,000 Source: Unrestricted

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>a “welcome mat” with food, childcare and translation.</p> <p>Provide more translated presentations and written communication to families regarding services.</p>	Schoolwide		<p>Services \$9,000 Source: Unrestricted</p>	<p>Staff Time \$9,000 Source: Unrestricted</p>	<p>Staff Time \$9,000 Source: Unrestricted</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All students will meet high academic standards and be college and career ready	1- Basic Conditions,2 - Standards Implementation,4 - Pupil Achievement ,5 - Pupil Engagement, 7 - Course Access, and 8 - Pupil Outcomes.	<u>For low income pupils:</u> Provide Intervention Instructional Services Create more accessibility for students into A – G Required Courses and AP classes Provide students with free transportation to school related activities			Staff Time \$196,200 Source: Unrestricted	Staff Time \$210,900 Source: Unrestricted	Staff Time \$217,600 Source: Unrestricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
		<p>For English learners: Provide Intervention Instructional Services</p> <p>Create more accessibility for students into A – G Required Courses and AP classes</p>			<p>Staff Time \$196,200 Source: Unrestricted</p>	<p>Staff Time \$210,900 Source: Unrestricted</p>	<p>Staff Time \$217,600 Source: Unrestricted</p>	
		For foster youth:						
		For redesignated fluent English proficient pupils:						All students will meet high academic standards and be college and career ready

- 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.)

The district is expected to receive approximately \$687,297 in Supplemental Grant Funding in 2014-15. In 2014-15, the district plans to continue current services provided to low income, foster youth, and English learner pupils (intervention staffing and programs, counseling, professional development, etc. and also add expenditures described in Section III of the LCAP (additional intervention services and counseling, additional professional development, and a Family Advocates Liaison to work with families of English learners. A review of district needs and metrics, along with input from key stakeholders, helped district staff determine that these services would be the most effective use of Supplemental Grant funds.

- 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.

The district's Minimum Proportionality Percentage for unduplicated students in budget year 2014-15 is 9.54% This proportionality percentage will be met in the budget year by continuing existing services (counseling, intervention programs {certificated/classified personnel, materials/supplies, and services}, professional development). Additionally the 2014-15 plan to provide for increased or improved services for these pupils includes additional counseling time, continuing to employ Family Advocates adding intervention/counseling services, and additional professional development.

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.