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

Introduction:

LEA: Heber Elementary School District   Contact: Jaime Silva, Superintendent, jaimes@hesdk8.org, (760)337-6530 Ext. 2499   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)*

<u>Section 1: Stakeholder Engagement</u>

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
Heber Elementary school District recognizes the importance of engaging stakeholders of the school district in the development of the Local Control Accountability Plan (LCAP). To this end, Heber Elementary School District (HESD) organized stakeholder meetings to identify academic and other student needs, identify goals, and develop a plan to improve and/or provide more services to targeted students in the District.

The consultation process began with four (4) Parent/Community LCAP meetings. The first two meetings were held February 12, 2014 at Heber School during evening hours with one session in Spanish and the second session in English. On February 13, 2014, two more Parent/Community LCAP sessions were conducted at Dogwood Elementary School, one session in Spanish and the second one in English. These sessions were conducted during morning hours. Parent/community members were made aware of the eight state priorities and how their input would help the District write meaningful goals to improve student achievement for all students, as well as for specific groups of students as identified by state law. Furthermore, the District sent an English/Spanish survey to all parents in an effort to solicit greater input on the development of the LCAP during the week of March 3-7, 2014.

On March 12, 2014, the District consulted with teachers and administration of Dogwood Elementary. On March 19, 2014 Heber School teachers and administrators were also consulted. In both meetings, information regarding the Local Control Funding Formula and the proportionately requirement was shared with staff. Moreover, the eight state priorities, along with pertinent data, were shared.

On March 27, 2014 the District held a separate consultation with classified employees of the District who impart instruction. The same protocols used at the school sites were followed to consult classified employees.

The LCAP consultation process continued on April 11, 2014 with the California School Employees Association, Chapter 632 and with the Heber Teachers Association (HTA) on April 29, 2014.

A consultation meeting with the District English Learners Advisory Committee (DELAC) was held April 16, 2014. This group of parents also provided insightful input into the development of our LCAP.

Finally, a student survey was administered to all K-8 grade students in an | As a result of the consultation process, the District designed a protocol that facilitated stakeholder input and yielded high levels of engagement. Each stakeholder group was provided ample time to offer meaningful feedback regarding how the District can continue improving student achievement in our school district.

As a result of the LCAP consultation process and keeping the eight state priorities as a focal point, the District was able to formulate goals and strategies that will support and meet the academic, social, and emotional needs of our K-8 students.   Input from stakeholders has become the underpinning of our LCAP. Although many great ideas were generated, HESD had to prioritize goals and strategies and target those that were more frequently identified by the various stakeholder groups.

Overall, the message from the various stakeholders was to improve programs and services so that ALL students can succeed in the Common Core State Standards. |

Involvement Process	Impact on LCAP
effort to gather information about school climate from their perspective as students. A draft of the LCAP was shared with DELAC members on March 29, 2014. Additionally the draft LCAP was shared with the Parent/Community members June 4, 2014 at Heber School in an English and Spanish session. On June 5, 2014, the draft LCAP was presented to Parent/Community members in English and Spanish at Dogwood Elementary.	

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 (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1. Stakeholders identified the need to increase the District's overall Average Daily Attendance. (ADA) in 2012-2013 was 95.5% as measured by annual attendance report.	Increase ADA by .5% and maintain attendance at 96% or greater.	All	All		ADA will increase to 96%	ADA will increase or be maintained at 96% or greater.	ADA will increase or be maintained at 96% or greater.	Pupil Engagement Other Pupil Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2. There is a need to increase percentage of students scoring proficient or advanced, in language arts and mathematics, from the 2012-2013 school year (56.8% ELA and 63.4% in Mathematics). The District will establish a baseline and subsequently increase SBAC mathematics and language arts scores as measured by SBAC results.	Increase student achievement in mathematics and language arts by 5%	All	All		Establish SBAC mathematics and language arts baseline scores.	SBAC mathematics and language arts baseline scores will increase by 5% from the 2014-2015 scores.	SBAC mathematics and language arts baseline scores will increase by 5% from the 2015-2016 scores.	Other Pupil Outcomes Student Achievement Basic Services Implementation of Adopted Academic Content and Performance Standards Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
3. Stakeholders identified the need to decrease number of suspensions (75) from the 2013-14 school year and establish a referral baseline based on end of the year District suspension report.	Decrease number of disciplinary referrals and suspensions by 5%	All	All		Decrease suspensions by 5% from the 2013-2014 baseline year. Establish a disciplinary referral count baseline year.	Decrease disciplinary referrals and suspensions by 5% from 2014-2015 school year.	Decrease disciplinary referrals and suspensions by 5% from 2015-2016 school year.	School Climate Other Pupil Outcomes Student Achievement
4. Increase eighth grade student graduation rate based on end of the year District report. Graduation Rates by school year 2010-2011- 84% 2011-2012- 84% 2012-2013 – 68% 2013-2014-72%	Increase eighth grade graduation rates by 5%	Eighth Grade	Eighth Grade		Increase eighth grade graduation rate by 5% from the 2013-2014 baseline year.	Increase eighth grade graduation rate by 5% from the 2014-2015 school year.	Increase eighth grade graduation rate by 5% from the 2015-2016 school year.	Other Pupil Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
5. Decrease students who are at risk of becoming Long-Term English Learners (LTEL) and students who have already been identified as LTEL as evidenced by increase in CELDT proficiency levels and increase in reclassification rates. LTEL- 18% Reclassified- 9%	Decrease the number of long-term English learners and increase the percentage of reclassified students District-wide by 5%	ELL	ELL		Decrease LTEL District- wide by 5% Increase reclassification rates by 3%	Decrease 2014-2015 LTEL District-wide by 5% Increase reclassification rates by 3%	Decrease 2015-2016 LTEL District-wide by 5% Increase reclassification rates by 3%	Pupil Engagement Other Pupil Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
6. Based on stakeholders' input, increase parent participation rate by tracking parent participation sign-in sheets.	Increase parent involvement in their children's education district-wide.	All	All		Establish a parent involvement count baseline	Increase parent involvement from 2014-15 school year by 5%.	Increase parent involvement from 2015-16 school year by 5%.	Parent Involvement Student Achievement Other Pupil Outcomes
7. Based on students' input, increase the number of students that indicate feeling safe at school as measured by student surveys.	Increase the percentage of students that indicate feeling safe district-wide.	All	All		Establish a baseline percentage of students that feel safe at school.	Increase the percentage of students that indicate feeling safe at school from 2014-15 school year by 5%.	Increase the percentage of students that indicate feeling safe at school from 2015-16 school year by 5%.	School Climate

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. Increase Average Daily Attendance (ADA) by .5% and maintain attendance at 96% or greater.	Pupil Engagement Other Pupil Outcomes Student Achievement	• Increase student attendance by providing incentives to students, classrooms, and by continuing to use the Student Welfare and Attendance Specialist to monitor and assist the District with this goal.	LEA-wide		• Provide quarterly incentives for students with perfect attendance. **Cost: Paper, ink four times a year ($6,000 annually)** • Roaming trophy for classes with best attendance by grade level per month. **Cost: Trophies $80.00 x 12 = $960.00** • Monthly attendance contest, per grade level, for perfect attendance with incentives to winning classes. **Cost: Pizza party 12 classes ($50 x 12 = $600.00)** • End of the year drawing for students with perfect attendance. **Cost: Special end of the year incentives to be determined ($500.00).** • Increase Student Welfare and Attendance Specialist hours to continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB meetings with parents.	• Provide quarterly incentives for students with perfect attendance. **Cost: Paper, ink four times a year ($6,000 annually)** • Roaming trophy for classes with best attendance by grade level per month. • Monthly attendance contest per grade level for perfect attendance with incentives to winning classes. **Cost: Pizza party 12 classes ($50 x 12 = $600.00)** • End of the year drawing for students with perfect attendance. **Cost: Special end of the year incentives to be determined ($500.00).** • Maintain Student Welfare and Attendance Specialist hours to continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB	• Provide quarterly incentives for students with perfect attendance. **Cost: Paper, ink four times a year ($6,000 annually)** • Roaming trophy for classes with best attendance by grade level per month. • Monthly attendance contest per grade level for perfect attendance with incentives to winning classes. **Cost: Pizza party 12 classes ($50 x 12 = $600.00)** • End of the year drawing for students with perfect attendance. **Cost: Special end of the year incentives to be determined ($500.00).** • Maintain Student Welfare and Attendance Specialist hours to continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and

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
						meetings with parents.	increase SARB meetings with parents.
					Cost: $16,800.00	Cost: $16,800.00	Cost: $16,800.00
					• Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed. **Cost: Duplication of materials $250**	• Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed. **Cost: Duplication of materials $250**	• Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed. **Cost: Duplication of materials $250**
					• Student Welfare and Attendance Specialist will provide parent trainings about the importance of attendance. **Cost: Duplication of materials $250**	• Student Welfare and Attendance Specialist will provide parent trainings about the importance of attendance **Cost: Duplication of materials $250**	• Student Welfare and Attendance Specialist will provide parent trainings about the importance of attendance **Cost: Duplication of materials $250**
					Total Cost: $25,360.00 **Funding Source: LCFF**	**Cost: $24,400.00** **Funding Source: LCFF**	**Cost: $24,400.00** **Funding Source: LCFF**

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
2. Increase student achievement in mathematics and language arts by 5%	Other Pupil Outcomes Student Achievement Basic Services Implementation of Adopted Academic Content and Performance Standards Course Access	• Adopt new Common Core mathematics and language arts curriculum for Kindergarten through eighth grade. • Provide on-going CCSS staff development, instructional support, opportunities for lesson development in mathematics and language arts and release time for collaboration and planning focused on Common Core State Standards and 21st Century Learning.	LEA-wide		• Purchase Common Core mathematics curriculum for Kindergarten through eighth grade. **Cost: $229,500.00 Funding Source: LCFF** **Cost: $70,540.00 Funding Source: Common Core State Standards** • Staff will receive professional development on new mathematics adoption and other professional development in all core subject areas linked to Common Core State Standards as well as collaboration time for other academic programs. **Cost: $20, 000.00 Funding Source: LCFF/ Common Core State Standards:**	• Purchase Common Core language arts curriculum for Kindergarten through eighth grade. **Cost: $400,000.00 Funding Source: LCFF** • Staff will receive professional development of new language arts adoption. The District will also provide professional development and collaboration time in core subjects areas linked to Common Core State Standards. **Cost: $5, 000.00 Funding Source: LCFF**	• The District will provide professional development in all core subjects linked to Common Core State Standards as well as collaboration time for other academic programs. **Cost: $5, 000.00 Funding Source: LCFF**

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**
					• Staff will develop Common Core lessons. **Cost: $22, 000.00 Funding Source: LCFF/ Common Core State Standards** • Professional development in all core subject areas linked to Common Core State Standards. **Cost: $30,000.00 Funding Source: LCFF/Common Core State Standards**	• Staff will develop Common Core lessons. **Cost: $22, 000.00 Funding Source: LCFF/ Title II** • Professional development in all core subject areas linked to Common Core State Standards to include gradual release of responsibility. **Cost: $40,000.00 Funding Source: LCFF/ Title II**	• Staff will develop Common Core lessons. **Cost: $22, 000.00 Funding Source: LCFF/ Title II** • Professional development in all core subject areas linked to Common Core State Standards and continue with gradual release of responsibility training. **Cost: $40,000.00 Funding Source: LCFF/ Title II**
		Establish the use of Apple TVs as a pilot program.	Twelve Kindergarten through eighth grade teachers for pilot program		• Purchase 12 Apple TVs, IPads, and software to deliver Common Core State Standards lessons. **Cost: $7,500.00 Funding Source: LCFF**	• Purchase 12 additional Apple TVs, IPads, and software to deliver Common Core State Standards lessons. **Cost: $7,500.00 Funding Source: LCFF**	• Purchase 12 additional Apple TVs, IPads, and software to deliver Common Core State Standards lessons. **Cost: $7,500.00 Funding Source: LCFF**

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
		Provide professional development, by ICOE technology department on the use of productivity tools such as: Microsoft Excel, Word, and PowerPoint.			• Pay extra duty hourly rate to technology pilot teachers for training in the use of Apple TVs and IPads. Substitute teachers will be secured to provide release time to pilot teachers to demonstrate the use of Apple TVs and IPads in the classroom. Such pilot will allow teachers to receive technology support in their classrooms. **Cost: $9,500.00** **Funding Source: LCFF** • Teachers will be trained on how to use software programs such as Excel, PowerPoint, and Word to develop and present lessons in their classrooms. Teachers will also develop standards-aligned lessons and store them on their laptop computers or establish share points in the District network. **Cost: No cost to District**	• Pay extra duty hourly rate to technology pilot teachers for training in the use of Apple TVs and IPads. Substitute teachers will be secured to provide release time to pilot teachers to demonstrate the use of Apple TVs and IPads in the classroom. Such pilot will allow teachers to receive technology support in their classrooms. **Cost: $9,500.00** **Funding Source: LCFF** • Teachers will be trained on how to use software programs such as Excel, PowerPoint, and Word to develop and present lessons in their classrooms. Teachers will also develop standards-aligned lessons and store them on their laptop computers or establish share points in the District network. **Cost: No cost to District**	• Pay extra duty hourly rate to technology pilot teachers for training in the use of Apple TVs and IPads. Substitute teachers will be secured to provide release time to pilot teachers to demonstrate the use of Apple TVs and IPads in the classroom. Such pilot will allow teachers to receive technology support in their classrooms. **Cost: $9,500.00** **Funding Source: LCFF** • Teachers will be trained on how to use software programs such as Excel, PowerPoint, and Word to develop and present lessons in their classrooms. Teachers will also develop standards-aligned lessons and store them on their laptop computers or establish share points in the District network. **Cost: No cost to District**

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
		• Purchase two mobile carts (25 laptops per cart) for Dogwood and Heber Schools.			• Purchase two mobile carts (25 laptops per cart) to support Common Core State Standards instruction and SBAC testing at Dogwood and Heber Schools. **Cost: $30,000.00** **Funding Source: LCFF**	• Purchase two mobile carts (25 laptops per cart) to support Common Core State Standards instruction and SBAC testing at Dogwood and Heber Schools. **Cost: $30,000.00** **Funding Source: LCFF**	• Purchase two mobile carts (25 laptops per cart) to support Common Core State Standards instruction and SBAC testing at Dogwood and Heber Schools. **Cost: $30,000.00** **Funding Source: LCFF**
		• Provide Summer School for academically at-risk Kindergarten through eighth grade students and purchase intervention curriculum to support academic needs.	LEA-wide		• Summer School will be offered to academically at-risk students Kindergarten through eighth grade (summer school 2015). (Salaries) **Cost: $50,000.00** **Funding Source: LCFF**	• Summer School will be offered to academically at-risk students Kindergarten through eighth grade (summer school 2015). (Salaries) **Cost: $60,000.00** **Funding Source: LCFF**	• Summer School will be offered to academically at-risk students Kindergarten through eighth grade (summer school 2016). (Salaries) **Cost: $60,000.00** **Funding Source: LCFF**
					• Create a task force to research a summer school CCSS curriculum and/ or educational resource to be used to service at-risk students. **Cost: $1,000.00** **Funding Source: LCFF**		

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
					• Purchase summer school intervention curriculum to support academic needs of at-risk students in language arts and math. **Cost: $10,000.00** **Funding Source: LCFF**	• Replenish summer school intervention consumable materials to continue supporting academic needs of at-risk students in language arts and math. **Cost: $3,300.00** **Funding Source: LCFF**	• Replenish summer school intervention consumable materials to continue supporting academic needs of at-risk students in language arts and math. **Cost: $3,300.00** **Funding Source: LCFF**
		• Purchase test generator and SBAC interim assessments to develop quarterly CCSS assessments.			• If available, purchase CCSS test generator and SBAC interim assessments to develop mathematics and language arts quarterly benchmark assessments. **Cost: $20,000.00** **Funding Source: LCFF**	• Use test generator and SBAC interim assessments to continue developing and administering quarterly benchmark assessments. **Cost: $20,000.00** **Funding Source: LCFF**	• Use test generator and SBAC interim assessments to continue developing and administering quarterly benchmark assessments. **Cost: $20,000.00** **Funding Source: LCFF**
		• Continue providing Migrant Summer School services for Kindergarten through eighth grade students.	Migrant students		• Migrant students will receive CCSS aligned lessons in math, language arts, and science. **Cost: $63,109.00** **Funding Source: Migrant**	• Migrant students will receive CCSS aligned lessons in math, language arts, and science. **Cost: $63,109.00** **Funding Source: Migrant**	• Migrant students will receive CCSS aligned lessons in math, language arts, and science. **Cost: $63,109.00** **Funding Source: Migrant**

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
		• Continue providing After School Education and Safety (ASES) program at Heber School and expand program to include Dogwood Elementary.	All		• Heber School students will received after school academic support and enrichment class in a safe environment. The District will endeavor to secure additional ASES funding for Dogwood Elementary for the 2015-16 school year. Cost: $77,987.25 Funding Source: ASES	• Heber School students will continue to receive after school academic support and enrichment class in the ASES program. Expansion of the ASES program is planned at Dogwood Elementary pending funding approval from ASES consortium. Cost: 77,987.25 Funding Source: ASES	• Heber and Dogwood school students will receive after school academic support through the ASES program, contingent upon ASES funding. Cost: 77,987.25 Funding Source: ASES
		• Explore implementation of Science, Technology Engineering and Mathematics (STEM) and projects-based learning education.	LEA-Wide		• Establish a District-wide committee to explore and plan the implementation of STEM and projects-based learning education for Kindergarten through fifth grade. Cost: $1,000.00 Funding Source: LCFF	• Implement STEM and projects-based learning education for Kindergarten through fifth grade. Cost: $20,000.00 Funding Source: LCFF	• Continue with STEM and projects-based learning education for Kindergarten through fifth grade. Cost: $20,000.00 Funding Source: LCFF

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
		• Establish a STEM pilot program in sixth, seventh, eighth grade and continue with Mathematics, Engineering, Science Achievement (MESA) program.	Sixth, Seventh, and Eighth Grade		• In partnership with Cal State Dominquez Hills, establish STEM education electives for sixth, seventh, eighth grade students who are meeting grade level standards and do not need English learner support. **Cost: $5,000.00** **Funding Source: LCFF** • Continue with 8th grade MESA program and offer program as an elective. **Cost: $5,000.00** **Funding Source: LCFF**	• In partnership with Cal State Dominquez Hills, establish STEM education electives for sixth, seventh, eighth grade students who are meeting grade level standards and do not need English learner support. **Cost: $5,000.00** **Funding Source: LCFF** • Continue with 8th grade MESA program and offer program as an elective. **Cost: $5,000.00** **Funding Source: LCFF**	• In partnership with Cal State Dominquez Hills, establish STEM education electives for sixth, seventh, eighth grade students who are meeting grade level standards and do not need English learner support. **Cost: $5,000.00** **Funding Source: LCFF** • Continue with 8th grade MESA program and offer program as an elective. **Cost: $5,000.00** **Funding Source: LCFF**
		• School sites will continue after school sponsored intervention programs for academically at-risk and migrant students.	All		• Dogwood/ Heber School will continue to provide academic support, before and after school, to migrant and at-risk students. **Cost: Funding Source:** **Migrant- $12, 728.00** **Title I - $25,000.00** **LCFF – $15,000.00**	• Dogwood/ Heber School will continue to provide academic support, before and after school, to migrant and at-risk students. **Cost: Funding Source:** **Migrant- $12, 728.00** **Title I - $25,000.00** **LCFF – $15,000.00**	• Dogwood/ Heber School will continue to provide academic support, before and after school, to migrant and at-risk students. **Cost: Funding Source:** **Migrant- $12, 728.00** **Title I - $25,000.00** **LCFF – $15,000.00**

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
3. Decrease number of referrals and suspensions by 5%	School Climate Other Pupil Outcomes Student Achievement	• Hire a Kindergarten through eighth grade counselor to work with parents and students to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.	LEA-wide		Hire a school counselor who will: • Provide individual and group counseling sessions for students with behavioral and academic issues. • Provide parent trainings on various topics and empower parents to acquire effective parenting skills. • Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students. • Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-personal relationships, study and organizational	Counselor will: • Provide individual and group counseling sessions for students with behavioral and academic issues. • Provide parent trainings on various topics and empower parents to acquire effective parenting skills. • Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students. • Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-personal relationships study and organizational	Counselor will: • Provide individual and group counseling sessions for students with behavioral and academic issues.. • Provide parent trainings on various topics and empower parents to acquire effective parenting skills. • Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students. • Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-

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
					skills, etc. • Make community resources available to parents and direct them to appropriate agencies when necessary. Counselor salary and benefits: **Cost: $78,000.00** **Funding Source: LCFF** • Supplies and curriculum for counselor: **Cost: $5,000.00** **Funding Source: LCFF**	skills, etc. • Make community resources available to parents and direct them to appropriate agencies when necessary. Counselor salary and benefits: **Cost: $80,000.00 00** **Funding Source: LCFF** • Supplies and curriculum for counselor: **Cost: $2,000.00** **Funding Source: LCFF**	personal relationships study and organizational skills, etc. • Make community resources available to parents and direct them to appropriate agencies when necessary. Counselor salary and benefits: **Cost: $82,000.00 00** **Funding Source: LCFF** • Supplies and curriculum for counselor: **Cost: $2,000.00** **Funding Source: LCFF**

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
4. Increase eighth grade graduation rates by 5% and decrease school-wide retention rates.	Other Pupil Outcomes Student Achievement	Hire a Kindergarten through eighth grade counselor to work with parents and students to increase eighth grade graduation rates and decrease retention rates school-wide.	LEA-wide		Counselor will: • Meet with Kindergarten through eighth grade at-risk student and set academic goals. • Organize and participate in Jr. High academic hearings every quarter. • Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc. • Provide parent workshops focusing on strategies that will help students be successful in school. • Make community resources available to parents and direct them to appropriate agencies when needed. **Cost: $5,000.00 Funding Source: LCFF**	Counselor will: • Meet with Kindergarten through eighth grade at-risk student and set academic goals. • Organize and participate in Jr. High academic hearings every quarter. • Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc. • Provide parent workshops focusing on strategies that will help students be successful in school. • Make community resources available to parents and direct them to appropriate agencies when needed. **Cost: $5,000.00 Funding Source: LCFF**	Counselor will: • Meet with Kindergarten through eighth grade at-risk student and set academic goals. • Organize and participate in Jr. High academic hearings every quarter. • Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc. • Provide parent workshops focusing on strategies that will help students be successful in school. • Make community resources available to parents and direct them to appropriate agencies when needed. **Cost: $5,000.00 Funding Source: LCFF**

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 Decrease students who are at risk of becoming Long-Term English Learners (LTEL) and students who have already been identified as LTEL as evidenced by increase in CELDT proficiency levels and increase in reclassification rates.

End of year 2013-2014 District Report for LTEL- 18%

End of the year 2013-2014 District Reclassification report 9% | Pupil Engagement

Other Pupil Outcomes

Student Achievement | • A curriculum such as English 3-D will be purchased to instruct our long-term English learners.

• Hire part-time certificated teacher to work with newcomer students at Dogwood Elementary to minimize the possibility of these student becoming LTELs.

• Purchase age and language appropriate curriculum that addresses the needs of newcomers. | English Learners | | • Purchase English 3-D curriculum.

Cost: $14,300.00 Funding Source: Title III

• Salary of part-time certificated teachers.

Cost: $30,000.00 Funding Source: LCFF

• Purchase newcomers (student first year in U.S. schools) curriculum for second and third grade.

Cost: $2,200.00 Funding Source: LCFF | • Purchase of English 3-D consumables

Cost: $7,500.00 Funding Source: Title III

• Salary of part-time certificated teachers.

Cost: $30,000.00 Funding Source: LCFF

• Purchase newcomers (student first year in U.S. schools) consumables for second and third grade.

Cost: $2,200.00 Funding Source: LCFF | • Purchase of English 3-D consumables

Cost: $7,500.00 Funding Source: Title III

• Salary of part-time certificated teachers.

Cost: $30,000.00 Funding Source: LCFF

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		• Continue with LAS Links English Learners assessments			• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners.	• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners.	• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners.
					Cost: $ 10,448.96 Funding Source: Title III	Cost: $ 10,448.96 Funding Source: Title III	Cost: $ 10,448.96 Funding Source: Title III
		• Continue with Language! curriculum for fourth through eighth newcomers.			• Continue purchasing consumables for Language! curriculum.	• Continue purchasing consumables for Language! curriculum.	• Continue purchasing consumables for Language! curriculum.
					Cost: $ 3,000.00 Funding Source: LCFF	Cost: $ 3,000.00 Funding Source: LCFF	Cost: $ 3,000.00 Funding Source: LCFF
6. Increase parent involvement district-wide.	Parent Involvement Student Achievement Other Pupil Outcomes	• Offer parent trainings on parenting skills, abilities, and attitudes to support academic success of students. • Provide incentives and snacks during parent meetings.	District-wide		• Develop a parent survey to determine the topics of parent trainings to be offered. • Based on survey provide parent involvement training at Dogwood and Heber Schools throughout the year. • Use Parent-Link, District website, and parent notes to communicate with parents about availability of trainings. • Contract with Family Leadership Institute (FLI) and/or DataWORKS to	• Develop a parent survey to determine the topics of parent trainings to be offered. • Based on survey provide parent involvement training at Dogwood and Heber Schools throughout the year. • Use Parent-Link, District website, and parent notes to communicate with parents about availability trainings. • Parent trainings will be offered in English and Spanish, at varying times	• Develop a parent survey to determine the topics of parent trainings to be offered. • Based on survey provide parent involvement training at Dogwood and Heber Schools throughout the year. • Use Parent-Link, District website, and parent notes to communicate with parents about availability trainings. • Parent trainings will be offered in English and

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
					develop a comprehensive parent participation plan and develop a trainer of trainers model. • Parent trainings will be offered in English and Spanish, at varying times of the day, and parents will be incentivized for their participation. • Collect sign-in sheets at the end of each parent session. Cost: $15,000.00 Funding Source: LCFF	of the day, and parents will be incentivized for their participation. • Collect sign-in sheets at the end of each parent session. • Continue contracting with Family Leadership Institute (FLI) and/or DataWORKS to develop a comprehensive parent participation plan and develop a trainer of trainers model. Cost: $15,000.00 Funding Source: LCFF	Spanish, at varying times of the day, and parents will be incentivized for their participation. • Collect sign-in sheets at the end of each parent session. • Continue contracting with Family Leadership Institute (FLI) and/or DataWORKS to develop a comprehensive parent participation plan and develop a trainer of trainers model. Cost: $15,000.00 Funding Source: LCFF
7. Decrease the number of students that do not feel safe district-wide.	School Climate	Hire additional yard duty personnel to patrol school grounds before school, during lunch breaks, and after school.	District-wide		• Hire additional yard duty personnel to patrol school grounds before school, during lunch breaks, and after school. Cost: $55,000.00 Funding Source: LCFF	• Maintain yard duty personnel to patrol school grounds before school, during lunch breaks, and after school. Cost: $55,000.00 Funding Source: LCFF	• Maintain yard duty personnel to patrol school grounds before school, during lunch breaks, and after school. Cost: $55,000.00 Funding Source: LCFF

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 re-designated 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 re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All goals and service apply to low income students since we are a district-wide Title I school district.		All goals and service apply to low income students since we are a district-wide Title I school district.	Low income pupils: LEA-Wide				
Decrease students who are at risk of becoming Long-Term English Learners (LTEL) and students who have already been identified as LTEL as evidenced by increase in CELDT proficiency levels and increase in reclassification rates. End of year 2013-2014	Pupil Engagement Other Pupil Outcomes Student Achievement	• A curriculum such as English 3-D will be purchased to instruct our long-term English learners. • Hire part-time certificated teacher to work with newcomer students at Dogwood Elementary to minimize the possibility of these student becoming LTELs.	English learners		• Purchase English 3-D curriculum. **Cost: $14,300.00 Funding Source: Title III** • Salary of part-time certificated teachers. **Cost: $30,000.00 Funding Source: LCFF**	• Purchase of English 3-D consumables **Cost: $7,500.00 Funding Source: Title III** • Salary of part-time certificated teachers. **Cost: $30,000.00 Funding Source: LCFF**	• Purchase of English 3-D consumables **Cost: $7,500.00 Funding Source: Title III** • Salary of part-time certificated teachers. **Cost: $30,000.00 Funding Source: LCFF**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Report for LTEL- 18% End of the year 2013-2014 District Reclassification report 9%		• Purchase age and language appropriate curriculum that addresses the needs of newcomers.			• Purchase newcomers (student first year in U.S. schools) curriculum for second and third grade. **Cost: $2,200.00 Funding Source: LCFF**	• Purchase newcomers (student first year in U.S. schools) consumables for second and third grade. **Cost: $2,200.00 Funding Source: LCFF**	• Purchase newcomers (student first year in U.S. schools) consumables for second and third grade. **Cost: $2,200.00 Funding Source: LCFF**
		• Continue with LAS Links English Learners assessments • Administer LAS – Links assessment to monitor student progress.	Re-designated fluent English proficient pupils:		• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners. **Cost: $ 10,448.96 Funding Source: Title III** • Continue purchasing consumables for Language! curriculum. **Cost: $ 3,000.00 Funding Source: LCFF**	• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners. **Cost: $ 10,448.96 Funding Source: Title III** • Continue purchasing consumables for Language! curriculum. **Cost: $ 3,000.00 Funding Source: LCFF**	• LAS Links will be used a formative assessment and will be administered twice a year to assess students and inform instruction for English learners. **Cost: $ 10,448.96 Funding Source: Title III** • Continue purchasing consumables for Language! curriculum. **Cost: $ 3,000.00 Funding Source: LCFF**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Counselor will work with students to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.	Other Pupil Outcomes Student Achievement	Counseling services for foster youth.	Foster youth		• Counselor will provide counseling and guidance to foster youth students on an as needed basis. Counselor salary and benefits: **Cost: $78,000.00** **Funding Source: LCFF**	• Counselor will provide counseling and guidance to foster youth students on an as needed basis. Counselor salary and benefits: **Cost: $80,000.00 00** **Funding Source: LCFF**	• Counselor will provide counseling and guidance to foster youth students on an as needed basis. Counselor salary and benefits: **Cost: $82,000.00 00** **Funding Source: LCFF**

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 anticipating 1,270,271.00 in supplemental funding for unduplicated students in 2014-2015. The District's unduplicated number of students represents 96% of the total district's enrollment. The needs of these students will be met on a district-wide basis and will include the following goals and services.

Goals:

- Increase Average Daily Attendance (ADA) by .5% and maintain attendance at 96% or greater.
- Increase student achievement in mathematics and language arts by 5% as measured by SBAC assessments.
- Decrease number of referrals and suspensions by 5% as measured by end of the year District reports.
- Increase 8th grade student graduation rate based on end of the year District report.
- Increase parent participation rate by tracking parent participation sign-in sheets
- Increase the number of students that indicate feeling safe at school as measured by student surveys.

Services:

- Increase student attendance by providing incentives to students, classrooms, and by continuing to use the Student Welfare and Attendance Specialist to monitor and assist the District with this goal.
- Adopt new Common Core mathematics and language arts curriculum for Kindergarten through eighth grade.
- Provide on-going CCSS staff development, instructional support, opportunities for lesson development in mathematics and language arts and release time for collaboration and planning focused on Common Core State Standards and 21st Century Learning.
- Establish the use of Apple TVs as a pilot program.
- Provide professional development, by ICOE technology department on the use of productivity tools such as: Microsoft Excel, Word, and PowerPoint.
- Purchase two mobile carts (25 laptops per cart) for Dogwood and Heber Schools.
- Provide Summer School for academically at-risk Kindergarten through eighth grade students and purchase intervention curriculum to support academic needs
- Purchase test generator and SBAC interim assessments to develop quarterly CCSS assessments.
- Continue providing Migrant Summer School services for Kindergarten through eighth grade students.
- Continue providing After School Education and Safety (ASES) program at Heber School and expand program to Dogwood Elementary.
- Explore implementation of Science, Technology Engineering and Mathematics (STEM) and projects-based learning education.
- Establish a STEM pilot program in sixth, seventh, eighth grade and continue with Mathematics, Engineering, Science Achievement (MESA)

program.

School sites will continue after school sponsored intervention programs for academically at-risk and migrant students.

- Hire a Kindergarten through eighth grade counselor to work with parents and students to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.
- Hire a Kindergarten through eighth grade counselor to work with parents and students to increase eighth grade graduation rates and decrease retention rates school-wide.
- A curriculum such as English 3-D will be purchased to instruct our long-term English learners.
- Hire part-time certificated teacher to work with newcomer students at Dogwood Elementary to minimize the possibility of these student becoming LTELs.
- Purchase age and language appropriate curriculum that addresses the needs of newcomers.
- Continue with LAS Links English Learners assessments
- Continue with Language! curriculum for fourth through eighth newcomers.
- Offer parent trainings on parenting skills, abilities, and attitudes to support academic success of students.
- Provide incentives and snacks during parent meetings.
- Hire additional yard duty personnel to patrol school grounds before school, during lunch breaks, and after school.

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.

Activity/ Service
The actions and services written on the LCAP describe the intended plan to increase and/or improve instructional services for low income pupils, foster youth, and English learners. Although the District is eligible to use supplemental and concentration funds district/school-wide special considerations have been written into the plan to meet the needs of the aforementioned groups of students. Low income pupils, foster youth, and English learners students will receive an increase or improved services compared to services provided to all students by 16.48%. The extra services to improve outcomes for low income pupils, foster youth, and English learners include, but are not limited to, the actions and services listed below: • Provide Summer School for academically at-risk Kindergarten through eighth grade students and purchase intervention curriculum to support academic needs. • A curriculum such as English 3-D will be purchased to instruct our long-term English learners. • Hire part-time certificated teacher to work with newcomer students at Dogwood Elementary to minimize the possibility of these student becoming LTELs. • Purchase age and language appropriate curriculum that addresses the needs of newcomers/ English learners. • Continue with LAS Links English learners assessments.

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.