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

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

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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
The Director of State & Federal Programs presented a general overview of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) to the District Administrative Cabinet. The Administrative Cabinet, which comprised of the Superintendent, Director of State and Federal Programs, Director of Curriculum and Instruction, the Common Core Coordinator, the Chief Financial Officer, and the Director of Personnel, then developed materials including PowerPoint presentations and handouts to present to stakeholders. Presentations contained a clear description of the LCFF and the LCAP. This first presentation titled *Overview and Input*, served as a point of reference for all stakeholder groups. The Cabinet then developed a second presentation, which focused more on the 8 state priorities and current relevant work as it pertained to the priorities. In addition, this second presentation also included a detailed discussion of the district's Vision and Mission, as well as the district's current non-negotiable financial obligations. All of this information was presented to stakeholder groups, including teachers, classified personnel, and parents, prior to seeking input from each of these groups. The Director of State and Federal Programs presented these materials at each school's site council meetings and at each school's English Learner Advisory Council's. Presentations were also held for classified personnel and for certificated staff. These meetings were held separately to ensure that each stakeholder group's needs and concerns were properly considered. After information was presented to each of the groups, input concerning LCAP goals was immediately collected. Additionally, all stakeholders were informed that they could reflect on the LCAP presentations and that they could provide input at a later time via phone, email, or in person. All sign-in sheets, agendas and materials are kept on file in the Office of State & Federal Programs. Select members of the Cabinet presented the materials and sought input from both bargaining units. These Cabinet members included the Director of State and Federal Programs, the Director of Curriculum and Instruction and the Common Core Coordinator. Afterwards, the Director of State & Federal Programs conducted a study session with the school board using the materials. All stakeholder meetings were announced using various modes of communication. For example, the automated phone system, the district's website, and the district's marquee were used. Additionally, written notices were sent home with students and ads were placed in the local newspaper and in the city's newsletter (water bill). To ensure consistency, the same Cabinet developed materials and presented at each of these meetings. Input was then collected from the participants via a survey/input form. The meetings were held in different locations throughout the district and at various times to provide	Over the course of 16 meetings related to the Local Control Funding Formula and the Local Control Accountability Plan, very little input was given by the community. One of the most popular items suggested was an aquatic complex. Due to district needs and priorities, it was determined that this initiative would not be feasible. Another service requested was to continue offering and providing afterschool tutoring. This request is reflected in goal number 1 and meets state priority number 4. Further input confirmed our current practices and encouraged the district to continue to provide access to supplemental opportunities and programs currently in place. Stakeholders reaffirmed the current steps being taken to address student needs.

Involvement Process	Impact on LCAP
opportunities for maximum participation. A District Advisory Council was established with membership from all stakeholder groups. The makeup of the council is as follows: four parents/community members, one secondary student, one member of CSEA, one member of MTA, the Director of State & Federal Programs, the Director of Instructional Services, the Common Core Coordinator/Coach, and one member of the DELAC. Three focused LCAP development meetings were held. During these meetings, the district's current obligations and current relevant work as it pertains to the 8 state priorities was presented. Data related to the 8 state priorities were also presented and discussed. The final draft was presented to the District Advisory Council and the District English Learner Advisory Council. Stakeholders were notified that the Superintendent would answer all comments and questions pertaining to the LCFF and LCAP in writing. The final draft was posted on the district's website and notices eliciting input from stakeholders were sent home with students. Input from all stakeholders was considered and a final draft was created and presented to the governing board.	

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	
Goal # 1 For students who are currently at or above grade level standards – maintain and advance student proficiency on CCCSS, CST state science and CAHSEE exams. Students who are currently below grade level - Attain grade level performance proficiency on CCCSS, CST state science and CAHSEE exams.	Maintain grade level proficiency and obtain proficiency in the core content areas. The core content areas refer to courses in ELA, math, history, & science. A student is proficient when they perform at grade level based on state assessments.	All Students	All Schools	N/A	All students will make an increase towards attaining proficiency in the core content areas, which will be reflected in the baseline data from the first Smarter Balanced summative assessment and other state assessments. Common Core implementation will be measured by ELA and Math state assessments. **Additionally**: API base will be established by the state and determine what other courses will be measured.	The number of students attaining proficiency in the core content areas will increase by 5% when compared to the previous year's baseline data from the Smarter Balanced summative assessment and other state assessments. Additionally, Common Core implementation will be measured by 5% increase in ELA state assessments. **Additionally**: Meet API growth target established by the state and develop benchmark for other courses identified.	The number of students attaining proficiency in the core content areas will increase by 5% when compared to the previous year's baseline data from the Smarter Balanced summative assessment and other state assessments. Additionally, Common Core implementation will be measured by 5% increase in ELA state assessments. **Additionally**: Meet API growth target established by the state and collect baseline data on initial benchmarks for the courses identified.	Addresses State Priorities 1, 2, 7, 4, & 8

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	
Goal # 2 English language learners to attain proficiency or better in reading/language arts and mathematics. **12/13 AMAO 3 Not Met:** ELA – 37.8% Math – 50.2% **13/14 Reclassification Rate:** 3%	Close the achievement gap for the District's lowest performing subgroups. EL students will advance one level per year as measured by the CELDT and attain reclassification status as outlined in the district's English Learner Master Plan.	English language learners and all subgroups (*if applicable*)	All Schools	N/A	For all Subgroup students establish baseline data for measurement of growth in attaining proficiency in reading/language arts and mathematics as measured by the Smarter Balanced summative assessment and other state assessments. English language learners will advance one level per year as measured by the CELDT. Increase EL reclassification rate by 5%.	All Subgroup students will make a 5% increase towards attaining proficiency in reading/language arts and mathematics which will be reflected in the baseline data from the prior year's Smarter Balanced summative assessment and other state assessments. English language learners will advance one level per year as measured by the CELDT. Increase EL reclassification rate by 5%.	All Subgroup students will make a 5% increase towards attaining proficiency in reading/language arts and mathematics which will be reflected in the baseline data from the prior year's Smarter Balanced summative assessment and other state assessments. English language learners will advance one level per year as measured by the new state language proficiency test. Increase EL reclassification rate by 5%.	Addresses State Priorities 1, 2, 3, 4, 7, & 8

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	
Goal # 3 Based on our High English learner student population, we need to continue to provide sufficient materials and highly qualified teachers with proper EL Certification as measured by personnel records report.	Achieving academic proficiency for all students begins with providing sufficient materials and good first teaching. Good first teaching requires a properly certificated teaching workforce. A minimal indication of proper certifications is HQT status and EL certification.	All Students	All Schools	N/A	All students will have access to standards aligned curriculum. Progress towards attaining 100% of the District's teachers being HQT and EL Certificated will be made; this will be reflected in the baseline data from the first Smarter Balanced Summative assessment. In addition, a 5% increase will result in Title 3 AMAO's 1 & 2.	All students will have access to standards aligned curriculum. 100% of the District's teachers will be HQT and EL Certificated, which will be reflected in a 5% increase in proficiency for all sub groups and grade levels in the Smarter Balanced Summative assessment and other state assessments. In addition, a 5% increase will result in Title 3 AMAO's 1 & 2.	All students will have access to standards aligned curriculum. 100% of the District's teachers will be HQT and EL Certificated, which will be reflected in a 5% increase in proficiency for all sub groups and grade levels in the Smarter Balanced Summative assessment and other state assessments. In addition, a 5% increase will result in Title 3 AMAO's 1 & 2.	Addresses State Priorities 1, 4, & 8.

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	
Goal # 4 To acquire skills of the 21st century that will allow all our students to **graduate from high school** and pursue higher education and or Career Technical Pathways. **2013 Graduation Rate: 87.42%** **2008/09 Enrollment in post-secondary: 62%** **2011/12 Dropout Rate: 7.9%** **2012/13 Absenteeism Rate: 4.7%**	To increase student participation and engagement and to decrease chronic absenteeism. All students, through a broad course of study, will acquire 21st Century skills and the passion for continuous learning, *as they all graduate from high school* and pursue higher education and or Career Technical Pathways.	All Students	All Schools	N/A	All students will have access to a broad course of study as measured by teacher schedules. Improvement on district provided technology, which will result in gains being made on the baseline data from the Smarter Balanced Summative assessment and other state assessments. Establish baseline data for EAP pass rate. Establish baseline data on attendance. Establish baseline data for middle school dropout rate. Establish baseline data for high school dropout rate. **Additionally: 1% drop in the**	All students will have access to a broad course of study as measured by teacher schedules. Improvement on district provided technology, which will result in a 5% increase in proficiency for all sub groups and grade levels in the Smarter Balanced Summative assessment and other state assessments. Increase EAP pass rate by 5%. Increase or maintain attendance rates by 5%. Decrease the middle school dropout rate by 2%. Decrease the high school dropout rate by 5%. **Additionally:**	All students will have access to a broad course of study as measured by teacher schedules. Improvement on district provided technology, which will result in a 5% increase in proficiency for all sub groups and grade levels in the Smarter Balanced Summative assessment and other state assessments. Increase EAP pass rate by 5%. Increase or maintain attendance rates by 5%. Decrease the middle school dropout rate by 2%. Decrease the high school dropout rate by 5%. **Additionally:**	Addresses State Priorities 2, 4, 5, 7 & 8.

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	
					chronic absenteeism rate; 2% increase in the graduation rate; 2% increase in secondary student enrollment in district provided CTE courses; 2% increase in A-G completion rate; 2% increase in AP enrollment.	1% drop in the chronic absenteeism rate; 2% increase in the graduation rate; 2% increase in secondary student enrollment in district provided CTE courses; 2% increase in A-G completion rate; 2% increase in AP enrollment.	1% drop in the chronic absenteeism rate; 2% increase in the graduation rate; 2% increase in secondary student enrollment in district provided CTE courses; 2% increase in A-G completion rate; 2% increase in AP enrollment.	

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	
Goal # 5 Increase stakeholder participation at all school sites. To provide all students with well maintained facilities along with a safe and healthy environment that promotes student success. **2012/13 Suspension Rate: 5.5%** **2012/13 Expulsion Rate: 0.5%**	Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in MUSD. In addition, all students will be provided with a safe and healthy environment to achieve social, emotional, and academic success.	All Students	All Schools	N/A	All facilities will be well maintained as measured by the facilities inspection tool. Increase stakeholder participation in school sponsored activities/events: Back to School night, Open House, Parent/Teacher conferences and other academic nights (sign-in sheets will be used to establish baseline data). California Healthy Kids Survey will be conducted to attain baseline data in the area of school climate and culture. Reduce suspension rate by 1% and maintain expulsion rate.	All facilities will be well maintained as measured by the facilities inspection tool. Participation in school-sponsored activities/events will increase by 5% when compared to the previous year's data (increase in participating stakeholders – sign-in sheets). Results of the California Healthy Kids Survey will demonstrate positive gains, which will also result in academic gains in state and local assessment results. Reduce suspension rate by 1% and maintain expulsion rate.	All facilities will be well maintained as measured by the facilities inspection tool. Participation in school-sponsored activities/events will increase by 5% when compared to the previous year's data (increase in participating stakeholders – sign-in sheets). Results of the California Healthy Kids Survey will demonstrate positive gains, which will also result in academic gains in state and local assessment results. Reduce suspension rate by 1% and maintain expulsion rate.	Addresses State Priorities 3 & 6.

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 district wide, school wide, countywide, or charter wide 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
Goal(s): 1	Priority(ies): 2	Provide standards aligned curriculum in the core content areas.	LEA Wide	N/A	Superintendent and Director of Instructional Services: adoption of new math curriculum, replenish/replace or update educational resources. $975,961	Analyze and continue to monitor effectiveness of new math adoption. Replenish/replace or update educational resources. $1,024,759	Analyze and continue to monitor effectiveness of all curriculums. Replenish/replace or update educational resources. $1,075,997
Goal(s): All	Priority(ies): All	Site administration will provide instructional over-sight, offer on-going professional development, on-site collaboration, and "real-time" instructional coaching as means to support the implementation of the CCCSS.	LEA Wide		Site Administration & Director of Instructional Services will implement and oversee professional development. $1,136,382	Continue to build from previous year. Analyze previous year's professional development services and modify as needed. $1,193,201	Continue to build from previous year. Analyze previous year's professional development services and modify as needed. $1,252,861
Goal(s): 1,2,4	Priority(ies): 1,2,4,7,8	Develop and implement a robust early literacy	LEA Wide (specific to Pre-K program)		Pre-K Director and site leadership will provide oversight. Adoption of	Monitor implementation and	Monitor implementation 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
		program to construct a foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers and supplemental materials.			early literacy program and purchase of computer based reading program. Teacher professional development in teaching literacy. <mark>$280,154</mark>	program/student progress. $294,161	program/student progress. $308,869
Goal(s): 2	Priority(ies): 2,4,8	Establish a district level CELDT team to administer the CELDT and input tentative data into database program that will then be communicated to staff.	LEA Wide		Site Administration to oversee the administration of assessment, hiring of support staff, and communication of results. <mark>$33,500</mark>	Monitor and adjust, as needed the implementation of new system. $35,175	Monitor and adjust, as needed the implementation of new system. $36,934
Goal(s): 3	Priority(ies): 1	Human Resources department will do a review of all certificated personnel records to ensure 100% of certificated staff has a HQT status and proper EL certification. All new hires must	LEA Wide		HR Department, District Administration and site administration will attend job fairs to ensure hiring of HQT teachers. Professional development for HR department to stay current on qualifications for HQT. <mark>$9,657,033</mark>	Continue to sustain student to teacher ratio and HQT status. $10,139,884	Continue to sustain student to teacher ratio and HQT status. $10,646,878

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
		meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the LEA.					
Goal(s): 3,5	Priority(ies): 1,3	Provide essential support staff (district and site) and other resource components for execution of day-to-day operations.	LEA Wide		Administration and office staff (district and site) will provide resources for day-to-day operations. $955,801	Administration will monitor implementation and effectiveness of day-to-day operations. $1,003,591	Administration will monitor implementation and effectiveness of day-to-day operations. $1,053,771
Goal(s): 1,2,4	Priority(ies): 4,5,8	Monitor progress of all students and subgroups via benchmarks and a data disaggregation programs. Sustain an infrastructure for on-going analysis of student performance and progress by maintaining up to date student information, and	LEA Wide		District personnel will maintain student information. Site Administration and teachers will administer, score benchmarks and site assessments, and analyze data to determine instructional needs that will result in increased student achievement. Implementation of common formative assessment by grade	Continue practice from previous year. $96,347	Continue practice from previous year. $101,164

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
		communication of information/data. (Foundation for PLC's)			levels/departments. $91,759		
Goal(s): 1,2,3,4	Priority(ies): 1,3,4,7,8	Maintain IDEA compliance – Special Education	LEA Wide		Director of Special Ed., psychologist, and Special Ed. Department to provide compliance guidance and oversight of Special Ed. Program. Hire an additional psychologist to support the increasing need of Special Ed. students. $1,205,233	Continue to oversee Special Ed. Department and monitor implementation of program. $1,265,495	Continue to oversee Special Ed. Department and monitor implementation of program. $1,328,770
Goal(s): 1,2,4	Priority(ies): 1,2,7	Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction. Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	LEA Wide		District Administration, Special Ed. Department, Site Administration and teachers will assess students, develop and implement IEP's and monitor student goals. Teachers will attend professional development to support the implementation of CCSS for Special Ed. Students. $109,063	Continue to oversee Special Ed. Department and monitor implementation of IEP's and appropriate curriculum. $114,516	Continue to oversee Special Ed. Department and monitor implementation of IEP's and appropriate curriculum. $120,242
Goal(s): 1,4	Priority(ies): 1,2	To meet the increasing amount of district	LEA Wide		Hire IT Director to oversee technology department and staff	Continue technology audits and oversight of	Continue technology audits and oversight of

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
		technology, due to the new testing format, hire a Director of information and technology to provide guidance and oversight of the district technology department and staff to oversee the district technology plan.			and continue FCOE IT support to implement district technology plan. $356,824	technology plan. $374,665	technology plan. $393,398

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
Goal(s): 4	Priority(ies): 2,7,8	Provide core instruction with 21st century themes including (Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy, Visual and Performing Arts, Civic Literacy, & Environmental Literacy). Develop learning and innovation skills (critical thinking, communication, collaboration, and creativity).	LEA Wide	N/A	Implement the standards and assessments pertaining to a 21st century learning framework. Replenish/replace instructional materials. Develop additional courses to support the employment needs of the community. Professional development for staff. Site Administration, District Administration, and teachers will work collaboratively to implement common core lessons to support the 4-C's. $131,582	Evaluate and monitor implementation of 21st century learning model. Continue to work collaboratively to monitor implementation of the lessons to address the 4-C's. $138,161	Evaluate and monitor implementation of 21st century learning model. Continue to work collaboratively to monitor implementation of the lessons to address the 4-C's. $145,069
Goal(s): 2,4	Priority(ies): 4,5,8	Staff (academic counselors) to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcript analysis (secondary level), &promotion and retention rates at the primary levels.	LEA Wide		Site administration, registrars, and guidance counselors at secondary level will facilitate data analysis opportunities to ensure promotion and or graduation. $386,213	Continue oversight of student progress. $405,524	Continue oversight of student progress. $425,800

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
Goal(s): 4,5	Priority(ies): 5,7	Ensure the development and sustainability of career pathways. Provide an education and courses with instruction designed to encourage and facilitate the participation and engagement of all students including all subgroups.	LEA Wide		Collaboration amongst site leaders, district leaders, teachers, and outside agencies to continue to provide career pathway opportunities. Maintain appropriately equipped classrooms to provide and facilitate student learning. $153,169	Continue to monitor implementation. $160,827	Continue to monitor implementation. $168,868
Goal(s): 5	Priority(ies): 5	Provide transportation to ensure student attendance.	LEA Wide		For qualifying students, the district will transport to and from school within the transportation boundaries and for other school related events. $736,835	Continue transportation. $773,677	Continue transportation. $812,361

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
Goal(s): 5	Priority(ies): 3,6	School sites and district will communicate regularly.	LEA wide	N/A	Site/District communication expenses such as website, phone outreach, flyers/notices, mailings and meetings. $46,855	Continue to monitor communication practices and modify as needed. $49,198	Continue to monitor communication practices and modify as needed. $51,658
Goal(s): 5	Priority(ies): 3,6	Translation and interpretation services are provided in Spanish by bilingual staff at site and district events. (Matriculation and registration translators)	LEA Wide		Additional translation services will be provided by site para-professionals to increase communication between school and home. Site para-professionals to explain district services at time of student enrollment. $5,000	Continue district translation practice. $5,250	Continue district translation practices. $5,513
Goal(s): 5	Priority(ies): 1,6	Provide clean and well-maintained schools.	LEA Wide		Establish oversight audit to monitor MOT operations. MOT director to oversee department operations and staff. $3,267,788	Continue established MOT audit schedule to maintain facilities and services needed to provide clean and well-maintained schools. $3,431,177	Continue established MOT audit schedule to maintain facilities and services needed to provide clean and well-maintained schools. $3,602,736
Goal(s): 5	Priority(ies): 5,6	The district will also ensure that the sites provide a safe and healthy	LEA Wide		California Healthy Kids Survey & Intervention Programs as dictated by survey results. Campus	Continue to analyze data and respond accordingly.	Continue to analyze data and respond accordingly.

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
		environment by implementing effective behavioral programs.			security and other security and safety-needed resources to implement effective behavioral programs. Professional development for all stakeholders. $306,000	$321,300	$337,365
Goal(s): 5	Priority(ies): 5,6	Mental and physical health supports.	LEA Wide		Hire school nurses to provide basic/routine medical assistance and work with the school psychologist to address student needs and facilitate student learning. $132,608	Continue to collaborate and provide services. $139,238	Continue to collaborate and provide services. $146,200

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal(s): 1,2,4	Priority(ies): 4,5,8	**99% Unduplicated count – All Actions/Services in this sections are for all subgroups unless otherwise specified.** Provide a variety of learning supports including differentiated instruction, interventions, and enrichment opportunities/activities consistent with our district initiatives (***RTI, Best Practices, PLC's, and Instructional Rounds***) for students as needed provided by academic coaches through professional development and "real-time" coaching.	LEA Wide	N/A	Hire site academic coaches and a Common Core Coordinator to support teachers in the implementation of the CCSS. Site administration, FCOE coaches, & site academic coaches to assist in the in class implementation of differentiated instruction. Increase extended learning opportunities such as before, during, and afterschool interventions,	Analyze and continue to monitor effectiveness of A. Coaches with the use of teacher observations, evaluations, and assessment data. Continue to provide the extended learning opportunities. $1,774,500	Analyze and continue to monitor effectiveness of A. Coaches with the use of teacher observations, evaluations, and assessment data. Continue to provide the extended learning opportunities. $1,863,225

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
					enrichment programs and summer school programs. <mark>$1,690,000</mark>		
Goal(s): 1,2,4	Priority(ies): 4,5,8	Highly Qualified Paraprofessionals to provide push-in services to students most in need.	LEA Wide		Hire and support Aides with professional development in all academic areas to support the learning of all student subgroups. <mark>$600,000</mark>	Monitor and evaluate student to aide ratios and performance. $700,000	Monitor and evaluate student to aide ratios and performance. $735,000
Goal(s): 1,2,4	Priority(ies): 2,4,5,8	Progress monitor students via local assessments and district quarterly benchmarks using a data disaggregation program(s). Maintain an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time to increase student achievement (PLC's).	LEA Wide		Site Administration and teachers along with district support will administer and score benchmarks and site assessments to determine instructional needs that will result in increased student achievement. Implementation of common formative assessment by grade levels/departments. Required expenses:	Continue practice from previous year. $55,000	Continue practice from previous year. $60,000

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
					Data Director, Ellevation, & Professional Development. $48,000		
Goal(s): 1,2,4,5	Priority(ies): 2,4,5,8	Site Learning Directors to monitor progress using local assessments, district quarterly benchmark assessments, grade reports, transcript analysis (secondary level), & promotion and retention rates at the primary levels to increase student achievement.	LEA Wide		Site administration, site Learning Directors and Guidance counselors at secondary level will facilitate data analysis opportunities to ensure promotion and graduation. $500,000	Monitor student progress by reviewing quarter assessments and grade distribution reports to meet the needs of students. $550,000	Monitor student progress by reviewing quarter assessments and grade distribution reports to meet the needs of students. $580,000
Goal(s): 2,3,4	Priority(ies): All	Provide oversight of Bilingual Master Plan and English Learner program and ensure use of current standards based English language development curriculum (ELD). **For EL & RFEP's only**	LEA Wide		Responsible Staff – Director of State & Federal Programs, EL Coordinator, Site Administration, & Teachers. ELD instruction as outlined in the Bilingual Master Plan that will include the district's initiatives. Continued professional development in ELD strategies and	Continue district and site support for data review and implementation of effective ELD curriculum and instruction. $285,000	Continue district and site support for data review and implementation of effective ELD curriculum and instruction. $310,000

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
					practices to increase student academic achievement. Replenish/replace or update educational resources (i.e. books & online resources). $271,000		
Goal(s): 2	Priority(ies): 4	Establish a district level CELDT team to administer the CELDT and input tentative data into database program that will then be communicated to staff. **For EL only**	LEA Wide		Site Administration, EL Coordinator, and Learning Director to oversee the administration of assessment and communication of results. FCOE CELDT administration training and database program (Data Director and Ellevation) $19,000	Monitor implementation of new system. $ $25,000	Monitor implementation of new system. $ $27,000
Goal(s): 5	Priority(ies): 3	The district will provide educational opportunities for parents such as Parenting Partners, FCOE parent services, and Parent University.	LEA Wide		Director of State & Federal Programs – Parent Services Contracts. The district will provide educational opportunities for parents to learn	Monitor current programs and adjust and modify as needed. $85,000	Monitor current programs and adjust and modify as needed. $90,000

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
Goal(s): 5	Priority(ies): 3	Services to support parents in attending and engaging in parent education, informational meetings, and school-events and volunteering at the schools.	LEA Wide		how to navigate the educational system. $80,000 Childcare, parent meeting supplies, and staff supplemental hours. $30,000	Monitor current programs and adjust and modify as needed. $35,000	Monitor current programs and adjust and modify as needed. $37,000
Goal(s): 5	Priority(ies): 3	Translation and interpretation services are provided in Spanish by bilingual staff at site and district supplemental events. **For EL & RFEP's only**	LEA Wide		Additional translation services will be provided by site Para-professionals to increase communication between school and home. $4,000	Continue district translation practice. $6,000	Continue district translation practice. $6,500
Goal(s): 2,4	Priority(ies): 5,7,8	Create a 21st Century learning to provide access to 21st Century Resources.	LEA Wide		Site Administration, IT Director, and Library Media Specialist will inventory, assess, and build a 21st Century library that will include a career center for secondary students. Additional funds	Continue to inventory and purchase complex text and technology as needed. $434,346	Continue to inventory and purchase complex text and technology as needed. $456,063

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
Goal(s): 2,4	Priority(ies): 5,7,8	Establish attendance teams within schools that meet regularly to review the school's attendance metrics and coordinate efforts to reduce truancy and chronic absenteeism.	LEA Wide		allocated for start up of new library $413,663 District will hire or assign, train, and supervise attendance team to develop a plan to reduce truancy and chronic absenteeism and oversee site SARB process. $80,000	Continue to supervise attendance team and support their needs. $90,000	Continue to supervise attendance team and support their needs. $95,000

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.)

> Using the calculation tool provided by the state Mendota Unified School District has calculated that it will receive $3,735,663 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in section 3b of this plan and include teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development, data tracking, course enrichment, tutoring and technology upgrades to better serve our highly at risk and English Learner population. Since our unduplicated student population count is 99% all of these actions and services are being performed on a school-wide or district-wide basis.

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.

> Using the calculation tool provided by the state Mendota Unified School District has calculated that it will receive $3,735,663 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 18.71%. Mendota Unified School District has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in section 3b.

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.