

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

Introduction:

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Year:2014-15**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder meetings were held on</p> <ul style="list-style-type: none"> • April 17 for school district staff, certificated staff, classified staff, local bargaining unit representatives • April 20 for community partners, parents and COE Board members • May 16 for student focus group. <p>At each meeting, there was an explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Program information and outcome data was presented at these meetings and participants were asked for feedback throughout the meeting. Parents and students were also surveyed during the LCAP development process.</p> <p>Each stakeholder group was provided with outcome data related to student achievement, as well as information gathered from a recent WASC accreditation visit. The WASC action plan was reviewed and goals were linked with the eight state priorities. The information gathered from the stakeholder meetings was reviewed and incorporated into the draft LCAP.</p> <p>The draft LCAP was sent to all stakeholders for review and further input on May 9 and revisions were made to reflect feedback received. The revised LCAP was again sent to stakeholders on May 29 for final review and input.</p> <p>The draft was also shared with the EL parent advisory committee on May 13, 2014, with comments and questions responded to in writing by the superintendent’s designee. This input was taken into consideration in the final draft of the document.</p> <p>Additionally, partners in the Foster Youth care system have attended meetings related to state priority 10 and the needs of Foster Youth. Input was gathered on actions to address the needs of Foster Youth students.</p> <p>District representatives also attended an additional meeting on May 6, 2014 related to state priority 9 and the needs of expelled youth. Input was gathered on actions to address the needs of expelled youth.</p> <p>The LCAP draft was presented to the Instructional Services and Community Partnerships Committee at its May 21, 2014 meeting and the County Board of Education held a study session on the Alternative Education Program’s LCAP on May 22, 2014. A consultation meeting with union stakeholders was held on May 19, 2014. The draft LCAP was sent to all members of the County Board of Education on June 1 for review and input.</p>	<p>Input from stakeholder meetings:</p> <p><u>Staff:</u></p> <p>Student Needs:</p> <ul style="list-style-type: none"> • Life skills to be college and career ready • Safe environment-self and environment • Healthy relationships with adults • Achieve grade level standards • Global awareness • Receive appropriate instruction • Exposure to wide range of options/experiences <p>Actions to consider:</p> <ul style="list-style-type: none"> • Adapt goals to specific programs • Address Mental health, Drug and alcohol and family issues • Need timely individualized assessment and appropriate instruction • 1:1 connection • Mentorships • Academic advising • Appropriate special ed services <p><u>Parents and Community Partners:</u></p> <ul style="list-style-type: none"> • Need for LCAP alignment across districts • Need to improve attendance and investigate reasons for poor attendance. • Facilitate intentional collaboration with community partners (example POs on site) • Connecting with families, providing family support • EL Language support for parents and students • Case management and academic advising: identify student strengths, activities and possible

The LCAP public hearing and public hearing for the budget was held at the Board meeting on June 5, 2014.

The LCAP and budget were approved at the Sonoma County Office of Education Board meeting on June 26, 2014.

pathways, connect to CTE options, GED. Students needing to know where they stand and what their options are: timing and frequency is critical

- Getting students back to the district: increase opportunity for success.
- Provide Professional Development for staff in CCSS . As students return, they need the foundation/maintenance of grade level standards
- Explore length of school day/year. Provide enrichment/year round?
- Tutoring and academic support
- After school and in school opportunities: students need to be busy: work, clubs, sports, community service, mentoring volunteering
- Meaningful engagement and participation in school
- Restorative practices, alternatives to suspension Intervention/prevention steps (clean and sober
- Culturally appropriate structure and support in a safe, supportive environment

Students:

Program Components that benefit students

- Personal relationships with teachers and staff
- Tutorial and tutoring services
- ELD program: 1:1 help
- Mentorships
- Culinary program
- Yearbook

Program Components that would benefit more students

- Expanded library: would like to check out books
- Career oriented pathways: Auto mechanics, Wood shop, Metal shop

	<ul style="list-style-type: none">• Access to sports, field/track• Access to technology/computers/internships• Active learning: not sitting in a desk and doing packets, more involvement for students• Garden to work in and use to make healthier food• Someone to assist in assessing interests, creating a graduation/career plan and then helping to fulfill/monitor that plan, connecting with outside opportunities and programs. <p>Feedback and information from these meetings and from information gathered via the recent WASC accreditation process was compiled and analyzed, leading to the identification of the following needs and goals:</p> <ul style="list-style-type: none">• Improve instructional practice and implement the CCSS• Increase the support of and academic success of ELs• Increase student engagement• Increase parental involvement in the teaching/learning process• Provide a safe, secure school environment <p>All of the above goals have been linked to identified action steps to be taken over a over a three year period and are included in this plan.</p>
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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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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. Students need to achieve Common Core grade level standards	Students will achieve common core grade level standards	All	Community School & Court School (program-wide)				1,2,4,5,7	

<p>Metrics: In the 2012-13 school year 15.4% of Community School students met proficiency criteria in English Language Arts and 16.7% of students met proficiency criteria in mathematics.</p>			<p>Community School</p>		<p>There will be an increase 2% of students meeting proficiency criteria in English Language Arts and mathematics</p>	<p>There will be an additional increase 2% of students meeting proficiency criteria in English Language Arts and mathematics</p>	<p>There will be an additional increase 2% of students meeting proficiency criteria in English Language Arts and mathematics</p>	
<p>CAHSEE passage rates for Community School 10th graders was 45% for ELA and 47% for math in 2013</p>			<p>Community School</p>		<p>CAHSEE passage rates for Community School 10th graders will increase by 2%</p>	<p>CAHSEE passage rates for Community School 10th graders will increase by an additional 2%</p>	<p>CAHSEE passage rates for Community School 10th graders will increase by an additional 2%</p>	
<p>The department does not currently have a good diagnostic tool for measuring grade level improvement in math. Baseline data needs to be established</p>			<p>Community School & Court School (program-wide)</p>		<p>Using a new diagnostic tool baseline data will be established for student grade level performance in math</p>	<p>There will be a 2% increase in students scoring at or above grade level in math</p>	<p>There will be an additional 2% increase in students scoring at or above grade level in math There will be a 2% increase in students scoring at or above grade level in math</p>	

<p>Scholastic Reading Inventory data for the 2012-13 school year shows that 27% of students in grades 8-11 scored at or above grade level. 21% of 12th grade students scored above 1300 (college & career ready)</p>			<p>Community School & Court School (program-wide)</p>		<p>There will be a 2% increase of students scoring at or above grade level on the Scholastic Reading Inventory. There will be a 2% increase of 12th grade students scoring 1300 or above.</p>	<p>There will be an additional 2% increase of students scoring at or above grade level on the Scholastic Reading Inventory. There will be a 2% increase of 12th grade students scoring 1300 or above.</p>	<p>There will be an additional 2% increase of students scoring at or above grade level on the Scholastic Reading Inventory. There will be a 2% increase of 12th grade students scoring 1300 or above.</p>	
<p>Currently no teachers are misassigned</p>			<p>Community School & Court School (program-wide)</p>		<p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be misassigned</p>	<p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be misassigned.</p>	<p>Continue to have 100% of teachers assigned to teach subjects for which they're credentialed and/or highly qualified. No teachers will be misassigned</p>	
<p>The department has not yet purchased state approved, ELA/ELD, Math or Science CCSS aligned materials</p>			<p>Community School & Court School (program-wide)</p>		<p>Convene a teacher committee to provide input into selection and purchase of state approved Math common core curriculum for all students and supplemental</p>	<p>Continue to work with teacher committee to select and purchase state approved ELA/ELD common core curriculum for all students and supplemental materials for other subjects as</p>	<p>Continue to work with teacher committee to select and purchase state approved science and/or social studies common core curriculum for all students and supplemental materials in other subject areas as</p>	

<p>Currently, 100% of teachers participate in department professional development. No teachers currently work with an instructional coach.</p> <p>Additional required metrics:</p> <p>API: Not available this year.</p> <p>Students completing A-G requirements: C/C students usually enter credit deficient. In the current structure, credit remediation drives course offerings. Changing this dynamic would</p>			<p>Community School & Court School (program-wide)</p>		<p>materials as appropriate for other subjects as appropriate</p> <p>100% of teachers will continue to participate in department professional development. At least 50% of all teachers will work with an instructional coach and/or participate in additional professional development specific to improving instructional practice</p>	<p>appropriate</p> <p>100% of teachers will continue to participate in department professional development. At least 75% of all teachers will have worked with an instructional coach and/or participated in additional professional development specific to improving instructional practice</p>	<p>appropriate.</p> <p>100% of teachers will continue to participate in department professional development. 100% of all teachers will have worked with an instructional coach and/or participated in additional professional development specific to improving instructional practice</p>	
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<p>require significant increases in state funding to change.</p> <p>Percentage of students who have passed AP exam: No students have taken the AP exam</p> <p>Percentage of students who demonstrate preparedness on the Early Assessment Program: No students took this exam.</p>									
<p>2. Students need to be engaged and involved in their education.</p>	<p>Students will attend school because they feel engaged and connected to their learning</p>	<p>All</p>	<p>Community School & Court School (program-wide)</p>						<p>2,5,7,8</p>

<p>Metrics: Community School attendance rate for the 2012-13 school year was 79% (ASAM target is 84%).</p> <p>The current chronic absenteeism rate is 6%</p> <p>Community School graduation rate for the 2011-12 school year was 79.22% (an increase of 2.62%).</p> <p>Court School GED passage rate in the 2012-13 school year was 76%</p> <p>Middle school drop out rate: N/A</p> <p>Community School dropout rate for the 2011-12 school year was 12.4% (a decrease of 2.4%)</p>			<p>Community School (all)</p> <p>Community School seat time program</p> <p>Community School (all)</p> <p>Court School</p> <p>Community School (all)</p>		<p>Attendance rates in Community School seat time program will increase by 2%</p> <p>Decrease chronic absenteeism rate by 2%</p> <p>Community School graduation rate will increase by 2%</p> <p>GED passage rates of Court School students will increase by 2%</p> <p>Drop out rates of Community School students will decrease 2% from 2011-12 drop out</p>	<p>Attendance rates in Community School seat time program will increase by an additional 2%</p> <p>Decrease chronic absenteeism rate by an additional 2%</p> <p>Community School graduation rate will increase by an additional 2%</p> <p>GED passage rates of Court School students will increase by an additional 2%</p> <p>Drop out rates of Community School students will decrease an additional 2% from 2011-12 drop out</p>	<p>Attendance rates in Community School seat time program will increase by an additional 2%</p> <p>Decrease chronic absenteeism rate by an additional 2%</p> <p>Community School graduation rate will increase by 2%</p> <p>GED passage rates of Court School students will increase by an additional 2%</p> <p>Drop out rates of Community School students will decrease an additional 2% from</p>	
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<p>In the first and second quarters of the 2013-14 school year 26.4% and 38.8% of Community School students earned 10 or more credits In the first and second quarters of the 2013-14 school year 65.2% and 65.5% of Court School students earned 10 or more credits</p> <p>All Community School students have access to a full, standards aligned curriculum including English Language Arts, Math, Science, Social Studies, Fine Arts and P.E. Students have access to A-G coursework through junior college enrollment and/or online options In the Court School</p>			<p>Community school and Court School</p> <p>Community School (all)</p> <p>Court</p>		<p>rate.</p> <p>There will be a 2% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter</p> <p>Students will continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p> <p>Students will</p>	<p>rate.</p> <p>There will be an additional 2% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter</p> <p>Students will continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p> <p>Students will</p>	<p>2011-12 drop out rate.</p> <p>There will be an additional 2% increase in the number of students earning 10 credits each quarter, when enrolled for the entire quarter</p> <p>Students will continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p> <p>Students will</p>	
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<p>Program all students have access to a full, standards aligned curriculum including English Language Arts, Math, Science, Social Studies. PE is offered in conjunction with Probation's large muscle exercise program Students have access to A-G coursework through junior college enrollment and/or online options</p>			<p>School</p>		<p>continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p>	<p>continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p>	<p>continue to be provided access to a full, standards-aligned curriculum Students will continue to be supported in enrolling in junior classes and/or A-G coursework</p>	
<p>3. Students need focused ELD instruction and integration</p> <p>Metrics: CELDT data for the 2012 administration indicates that 52% of Community School students attained English proficiency (a decrease of 6%). 73% of Court School students attained English proficiency (a</p>	<p>Students will receive focused ELD instruction aligned to their proficiency levels.</p>	<p>All</p>	<p>Community School & Court School (all)</p> <p>Community School & Court School (program wide)</p>		<p>There will be a 2% increase in students attaining English proficiency, as measured by CELDT</p>	<p>There will be an additional 2% increase in students attaining English proficiency, as measured by the CELDT</p>	<p>There will be an additional 2% increase in students attaining English proficiency, as measured by the CELDT</p>	<p>2,4</p>

<p>decrease of 6%).</p> <p>No ELD students met reclassification criteria.</p>			<p>Community School & Court School (program wide)</p>		<p>There will be an increase of 2% of ELD students meeting reclassification criteria</p>	<p>There will be an additional increase of 2% of ELD students meeting reclassification criteria</p>	<p>There will be an additional increase of 2% of ELD students meeting reclassification criteria</p>	
<p>4. Parents need to be involved in their student's education</p> <p>Metrics: In a recent parent survey, 85% of parents see themselves as a partner in their child's education</p> <p>63% of parents attended the Spring 2014 Individual Learning Plan (ILP) conference with their child's teacher</p>	<p>Employ a wide range of strategies to encourage parent involvement.</p>	<p>All</p>	<p>Community School & Court School (all)</p> <p>Community School & Court School</p> <p>Community School (all)</p>		<p>There will be an increase of 2% of parents reporting that they see themselves as a partner in their child's educational experience</p> <p>There will be an increase of 2% of parents attending the Community School Spring ILP conference. ILP conferences will be implemented at</p>	<p>There will be an additional 2% increase of parents reporting that they see themselves as a partner in their child's educational experience</p> <p>There will be an additional increase of 2% of parents attending the Spring Community School ILP conference ILP conferences will continue at Probation</p>	<p>There will be an additional 2% increase of parents reporting that they see themselves as a partner in their child's educational experience</p> <p>There will be an increase of 2% of parents attending the Community School Spring ILP conference. ILP conferences will continue at</p>	<p>3, 4, 5</p>

<p>25% of students currently report having high levels of caring relationships with adults in school</p>			<p>Community School & Court School</p>		<p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by an additional 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of school caring relationships with adults will increase by an additional 2%</p>	
<p>28% of students currently report having high levels of high expectations from adults at school</p>			<p>Community School & Court School</p>		<p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by an additional 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of high expectations from adults at school will increase by an additional 2%</p>	
<p>8% of students currently report having high levels of meaningful participation in school</p>			<p>Community School & Court School</p>		<p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by an additional 2%</p>	<p>As measured by CHKS and other surveys, student report of high levels of meaningful participation in school will increase by an additional 2%</p>	
<p>100% of facilities are reported in good repair, as reported on the FIT</p>			<p>Community School & Court</p>		<p>Continue to maintain facilities in good repair</p>	<p>Continue to maintain facilities in good</p>	<p>Continue to maintain facilities in good repair</p>	

			School			repair		
<p>6. Educational services need to be provided to youth expelled from school districts throughout Sonoma County</p> <p>Coordination of instruction to expelled youth: Educational services are provided to 100% of qualifying expelled students</p>	<p>Maintain countywide collaborative process for developing/revising a plan to address educational services for expelled youth, provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.</p>	Countywide			Educational services are provided to 100% of qualifying expelled students	Educational services are provided to 100% of qualifying expelled students	Educational services are provided to 100% of qualifying expelled students	9
<p>7. Foster Youth need assistance in coordinating services with a variety of agencies to insure that they receive</p>	<p>The FYS Coordinator will continue to work with a variety of agencies</p>	Countywide						10

<p>appropriate services.</p> <p>The Foster Youth Services Program End of Year Report Data reflects that in the 2012-13 school year there were 32 foster youth identified as eligible to complete a high school program. Of these 32 foster youth, 38% completed a high school program by September 1, 2013.</p> <p>The Foster Youth Services Program End of Year Report reflects that records for foster youth are transferred within 48 hours.</p>	<p>to insure that appropriate services are provided to foster youth and that school, district, and human services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth</p>				<p>Collected data on FY students will show a 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p>	<p>Collected data on FY students will show an additional 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p>	<p>Collected data on FY students will show an additional 1% increase in graduation rates</p> <p>Data related to student records transfer will indicate that student records for foster youth are processed within 48 hours of the request.</p>	
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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: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Students will achieve grade level standards aligned to the Common Core	Basic Services (1) Implementation of Content & Perf Standards (2) Student Achievement (4) Student Engagement (5)	Provide highly qualified teachers. Maintain clerical, admin and support staff for school operations Continue to improve instructional practice by providing professional development aligned to the Common Core	Community School & Court School (program wide)		Provide highly qualified teachers, clerical, admin and support staff \$2,339,251(LCFF) Continue to provide department professional development, continue participation in Leadership Network and other SCOE professional development opportunities Employ an instructional coach \$59,180 (LCFF) Provide for release time to collaborate in CCSS instruction.\$6860 (LCFF)	Provide highly qualified teachers, clerical, admin and support staff \$2,386,128 (LCFF) Continue to provide department professional development, continue participation in Leadership Network and other SCOE professional development opportunities Employ an instructional coach \$60,068(LCFF) Provide for release time to collaborate in CCSS \$6860 (LCFF)	Provide highly qualified teachers, clerical, admin and support staff \$2,386,128 (LCFF) Continue to provide department professional development, continue participation in Leadership Network and other SCOE professional development opportunities Employ an instructional coach \$60,969 (LCFF) Provide for release time to collaborate in CCSS \$6860 (LCFF)

		Provide instructional materials aligned to the Common Core	Community School & Court School (program wide)		Select and purchase Math CC aligned materials (\$25,000)	Select and purchase ELA CC aligned materials \$25,000 (LCFF)	Select and purchase science and/or social studies CC aligned materials \$25,000 (LCFF)
		Continue to use program wide adopted assessment tools and revise as necessary Teachers will collect and utilize assessment data to analyze program effectiveness	Community School & Court School (program wide)		Review existing reading and math diagnostic tools - purchase new math diagnostic tool and upgrade existing reading diagnostic tool \$7500 (LCFF) Teacher time for reviewing and revising assessments (built into salary (cost reflected above)	Continue review of existing reading and math diagnostic tools Continue to use program wide adopted assessment tools and revise as necessary. Teachers will collect and utilize assessment data to analyze program effectiveness programwide. Teacher time for reviewing and revising assessments (built into salary (cost reflected above)	Continue review of existing reading and math diagnostic tools Continue to use program wide adopted assessment tools and revise as necessary. Teachers will collect and utilize assessment data to analyze program effectiveness programwide. Teacher time for reviewing and revising assessments (built into salary (cost reflected above)
		Teachers will examine and evaluate current grading and instructional practices	Community School & Court School (program wide)		Department and SCOE professional development and participation in Leadership Network (cost reflected above)	Department and SCOE professional development and participation in Leadership Network (cost reflected above)	Department and SCOE professional development and participation in Leadership Network (cost reflected above)

		<p>Provide teachers and students with access to multimedia and technological resources to be utilized in the classroom</p> <p>Purchase, upgrade, replace student computers to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom</p> <p>Provide appropriate academic intervention services, including CAHSEE support and curriculum and academic tutoring</p> <p>Provide appropriate</p>	<p>Community School & Court School (program wide) Community School & Court School (program wide)</p> <p>Community School & Court School (program wide)</p> <p>Community</p>	<p>Begin to purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support \$37,000 (LCFF)</p> <p>Continue to provide CAHSEE intensive intervention teachers, CAHSEE support materials and academic tutoring \$65,191 (LCFF)</p> <p>Continue to provide Resource Specialist teachers and assistant,</p>	<p>Continue to purchase new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support \$22,000 (LCFF)</p> <p>Continue to provide CAHSEE intensive intervention teachers, CAHSEE support materials and academic tutoring \$65,191 (LCFF)</p> <p>Continue to provide</p>	<p>Continue purchase of new computers and/or tablets and carts to satisfy 2:1 student ratio, replace outdated and damaged technology, provide for technology maintenance and support \$22,000 (LCFF)</p> <p>Continue to provide CAHSEE intensive intervention teachers, CAHSEE support materials and academic tutoring \$65,191 (LCFF)</p> <p>Continue to provide Resource Specialist</p>
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		special education services for qualified students.	School & Court School (program wide)		School Psychologist, Speech-Language Therapist and School Nurse services. Add Program Specialist support \$437,193 (SPED) \$199,167 (LCFF)	Resource Specialist teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services \$463,161 (SPED) \$202,155 (LCFF)	teachers and assistant, School Psychologist, Speech-Language Therapist and School Nurse services \$463,548 (SPED) \$205,187 (LCFF)
Students will attend school because they feel engaged and connected to their learning	Parental Involvement & Input(3)	Provide incentives for school attendance	Community School seat time program		Continue to provide student attendance and behavior incentives in the Community School program.	Continue to provide student attendance and behavior incentives in the Community School program.	Continue to provide student attendance and behavior incentives in the Community School program.
	School Climate (6)				Continue to provide bus passes for students needing transportation assistance. \$42,754 (Title I)	Continue to provide bus passes for students needing transportation assistance. \$42,754 (Title I)	Continue to provide bus passes for students needing transportation assistance. \$42,754 (Title I)
	Other Student Outcomes (8)	Provide students with career awareness and connection (CTE)	Community School & Court School (program wide)		Continue to provide personnel and materials for Career Technical Education. Explore expanding CTE course offerings to include extension of the school day \$34,000 (LCFF)	Continue to provide personnel and materials for expanded Career Technical Education to include extension of the school day \$34,000 (LCFF)	Continue to provide personnel and materials for expanded Career Technical Education to include extension of the school day \$34,000 (LCFF)
		Create global awareness	Commu		Continue to provide	Continue to provide	Continue to provide

		Link students to post-secondary opportunities	nity School & Court School (program wide)		Career Education Specialist and related enrichment activity opportunities \$80,244 (LCFF) \$19,961 (Title I)	Career Education Specialist and related enrichment activity opportunities \$80,244 (LCFF) \$19,961 (Title I)	Career Education Specialist and related enrichment activity opportunities \$80,244 (LCFF) \$19,961 (Title I)
		Continue revision and implementation of life skills and career education opportunities	Community School & Court School (program wide)		Continue contract with The Center for life skills curriculum in conjunction with work of Career Ed Specialist \$19,750 (Title I)	Continue contract with The Center for life skills curriculum in conjunction with work of Career Ed Specialist \$19,750 (Title I)	Continue contract with The Center for life skills curriculum in conjunction with work of Career Ed Specialist \$19,750 (Title I)
		Provide access to counseling/case management for students	Community School		Continue to provide mental health counseling services and identify resources for academic counseling. \$110,159 (Title I) \$4397 (Pupil Retention Block Grant)	Continue to provide mental health and academic counseling/case management services \$110,159 (Title I) \$4397 (Pupil Retention Block Grant)	Continue to provide mental health and academic counseling/case management services \$110,159 (Title I) \$4397 (Pupil Retention Block Grant)
		Provide behavior supports	Community School seat time program		Retain services of a Behavior Specialist and continue to provide students with incentives for positive behavior \$25,582 (LCFF)	Continue services of a Behavior Specialist and continue to provide students with incentives for positive behavior \$25,965 (LCFF)	Continue services of a Behavior Specialist and continue to provide students with incentives for positive behavior \$26,355 (LCFF)
			Community		Continue and explore possibility of increasing	Continue contract with Restorative	Continue contract with Restorative

			school seat time program		contract with Restorative Resources \$9,000 (Title I) \$9,000 (LCFF)	Resources \$9,000 (Title I) \$9,000 (LCFF)	Resources \$9,000 (Title I) \$9,000 (LCFF)
		Provide on site child care, counseling and other support for pregnant and parenting students	Community school teen parent program		Continue to operate teen parent program, including onsite childcare, counseling and parenting education. \$128,503 (Cal-SAFE MAA ending balance) \$1,500 (LCFF)	Continue to operate teen parent program, including onsite childcare, counseling and parenting education. \$128,503 (Cal-SAFE MAA ending balance) \$1,500 (LCFF)	Continue to operate teen parent program, including onsite childcare, counseling and parenting education. \$128,503 (Cal-SAFE MAA ending balance) \$1,500 (LCFF)
Employ a wide range of strategies to increase parent involvement	Parental Involvement & Input(3) School Climate (6) Other Student Outcomes (8)	Provide outreach for parents Translate all materials-provide school communications in the home language, provide bilingual services for parent meetings. Increase bilingual school/community liaison services	Community School & Court School (program-wide) Community School & Court School (program wide)		Increase attendance/truancy support staff personnel to allow for bilingual parent outreach. \$30,000 (LCFF) Continue bilingual staff to translate all materials and school communications. Continue to provide bilingual services for parent meetings. (Costs reflected above)	Continue to provide personnel for bilingual parent outreach. \$30,450 (LCFF) Continue bilingual staff to translate all materials and school communications. Continue to provide bilingual services for parent meetings. (Costs reflected above)	Continue to provide personnel for bilingual parent outreach. (\$30,907 LCFF) Continue bilingual staff to translate all materials and school communications. Continue to provide bilingual services for parent meetings. (Costs reflected above)

Students will feel safe and secure at school	School Climate (6)	Provide culturally appropriate structure and support	Community School		Provide bilingual counseling services and a bilingual parent liaison (Cost reflected above)	Continue to provide bilingual counseling services and a bilingual parent liaison (Cost reflected above)	Continue to provide bilingual counseling services and a bilingual parent liaison (Cost reflected above)
		Create intentional collaboration with community partners	Community School & Court School (program wide)		Continue existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation) \$20,000 (Title I)	Continue existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation) \$20,000 (Title I)	Continue existing contracts with community based organizations (Volunteer Center, The Center, counseling agencies and Probation) \$20,000 (Title I)
		Utilize Restorative Practices	Community school		Continue and possibly expand contract with Restorative Resources (cost reflected above)	Continue and possibly expand contract with Restorative Resources (cost reflected above)	Continue and possibly expand contract with Restorative Resources (cost reflected above)
		Promote and establish healthy relationships between adults and students	Community School & Court School (program wide)		Continue and expand on school-community building events that promote and establish healthy relationships between adults and students	Continue and expand on school-community building events that promote and establish healthy relationships between adults and students	Continue and expand on school-community building events that promote and establish healthy relationships between adults and students
		Provide academic counseling focused on a	Community		Provide academic counseling in the Community School	Continue to provide academic counseling	Continue to provide academic counseling

		case management system	School and long term Court School		program (cost reflected above)	in the Community School program (cost reflected above)	in the Community School program (cost reflected above)
		Provide mental health counseling services to students and families	Community School		Continue to provide mental health counseling services (cost reflected above)	Continue to provide mental health counseling services (cost reflected above)	Continue to provide mental health counseling services (cost reflected above)
		Provide safe school facilities	Community School		Continue to maintain school facilities in good repair \$79,689 (LCFF)	Continue to maintain school facilities in good repair \$79,689 (LCFF)	Continue to maintain school facilities in good repair \$79,689 (LCFF)
There will be a countywide plan for serving expelled youth that identifies services that will be provided and identify any gaps in services.	Expelled Youth (9)	Explore with districts the possibility of incorporating restorative practice into expulsion rehabilitation plans Continue to explore options for expelled Special Day Class students and students with Emotional Disturbance Address transportation issues for expelled students who have to travel long distances to get to the SCOE program Address gap in services	County-wide		Supplemental pay for consultant work to coordinate required review and revision of county-wide 922 Plan \$2733 (LCFF)	Continue to address and maintain plan No cost	Continue to address and maintain plan No cost

		for expelled 6th grade students					
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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
Students will receive focused ELD instruction aligned to their proficiency levels	Basic Services (1) Implementation of Content & Perf Standards (2) Student Achievement (4) Course Access (7)	For English Language Learners and for redesignated fluent English proficient pupils: Continue to provide an ELD teacher to provide focused ELD instruction. Increase ELD services Utilize instructional strategies that support all levels of ELD. Provide intervention	Community School & Court School		Continue to provide Increase ELD services. \$66,652 (Title I and Title III) \$60,142 (LCFF)	Continue increased, \$67,652 (Title I and Title III) \$61,876(LCFF) Begin purchase of	Continue increased, \$68,666 (Title I and Title III) \$62,804 (LCFF) Begin purchase of

		<p>support for identified English Learners.</p> <p>Purchase ELD CC aligned instructional and supplemental materials to support appropriate ELD instruction and differentiation</p> <p>Provide professional development for CC ELD implementation and training on new curriculum</p> <p>Continue to provide CELDT testing coordinator</p> <p>Improve system for monitoring and reclassification of English Learner students</p>			<p>Begin purchase of ELD CC aligned instructional and support materials \$25,000 (LCFF)</p> <p>Provide professional development for CC ELD implementation and training on new curriculum (cost reflected above)</p> <p>Continue to provide support for administration of the CELDT. Provide access to related professional development (cost reflected above)</p> <p>Improve system for monitoring and reclassification of English Learner students</p>	<p>Continue purchase of ELD CC aligned instructional and support materials \$25,000 (LCFF)</p> <p>Continue to provide professional development for CC ELD implementation and training on new curriculum (cost reflected above)</p> <p>Continue to provide support for administration of the CELDT. Provide access to related professional development (cost reflected above)</p> <p>Continue refinement of system for monitoring and reclassification of English Learner</p>	<p>Continue purchase of ELD CC aligned instructional and support materials \$25,000 (LCFF)</p> <p>Continue to provide professional development for CC ELD implementation and training on new curriculum (cost reflected above)</p> <p>Continue to provide support for administration of the CELDT. Provide access to related professional development (cost reflected above)</p> <p>Continue refinement of system for monitoring and reclassification of English Learner</p>
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<p>Students need to be engaged and involved in their education.</p>	<p>Implementation of Content & Perf Standards (2)</p> <p>Student Engagement (5)</p> <p>Course Access (7)</p> <p>Other Student Outcomes (8)</p>	<p>Outcomes for low income students will be improved by increasing their access to school and support services.</p>	<p>Community School</p>		<p>(cost reflected above)</p> <p>Continue to provide transportation assistance to school in the form of bus passes. \$42,754 (Title I)</p>	<p>students (cost reflected above)</p> <p>Continue to provide transportation assistance to school in the form of bus passes. \$42,754 (Title I)</p>	<p>students (cost reflected above)</p> <p>Continue to provide transportation assistance to school in the form of bus passes. \$42,754 (Title I)</p>
<p>The Foster Youth Services Coordinator will work with a variety of agencies to insure that</p>	<p>Foster Youth (10)</p>	<p>The Foster Youth Services Coordinator will work with Human Services to:</p> <p>minimize changes in school placement,</p> <p>support provide educational status and progress of FY to child welfare agencies,</p>	<p>Community School & Court School And County wide</p>		<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 14-15. It is expected that a new grant cycle will begin 2015 and</p>	<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 14-15. It is expected that a</p>	<p>The FYS Coordinator, tutoring services, school supplies and professional development materials are currently funded through the state-wide FYS grant. This grant funding is expected to remain unchanged for 14-15. It is expected that a</p>

<p>appropriate services are provided to foster youth</p>		<p>respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services</p> <p>establish a mechanism for efficient and quick transfer of health and education records to schools</p> <p>Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court.</p> <p>Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders, foster parents, and Human Services staff</p>			<p>provide funding through 2018.</p>	<p>new grant cycle will begin 2015 and provide funding through 2018.</p>	<p>new grant cycle will begin 2015 and provide funding through 2018.</p>
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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 provided by the state The Sonoma County Office of Education (SCOE) has calculated that it will receive \$646,295 in Supplemental funding and \$263,681 in Concentration funding under the Local Control Funding Formula (LCFF). The detail of these expenditures are itemized in the plan and include mental health and academic counseling, behavior specialist support, program specialist support, academic tutoring, intensive instruction, restorative practice support, instructional coaching, professional development and technology upgrades. Since our unduplicated student population count is 60%, all of these actions and services are being performed on a program-wide/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 FCMAT calculation tool, the proportionality percentage has been calculated at 2.23%. We are offering our EL students focused ELD instruction, support and intervention services in addition to the services we are providing to all students. These services provide an increase in services of 5.4%, which is above the required percentage of 2.23%. This calculation was determined by taking the staffing cost related to providing EL services and dividing by the staffing cost of providing the base program to all students.

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.