

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

State Priorities

A. Conditions of Learning:

The Loma Prieta Joint Union School District, a partnership of schools, parents and community is committed to providing each student with optimal learning opportunities in a safe, stimulating, and supportive environment so that each student can reach their full academic and social potential. The entire district, and its supporting community strive toward one goal: to produce graduating children who are academically prepared for their futures and who are good citizens. We endeavor to use our resources wisely and provide all our students with a high quality educational experience.

Our two schools work in concert to provide a seamless K-8 educational pathway that prepares our students for success at a rigorous high school. We also recognize that our schools serve as a hub in the community as the only publicly owned facility in our locale. Our schools are welcoming, in excellent condition, and serve as a gathering place for generations of local residents, and reflect long traditions of high expectations for all students and exemplary academic achievement. Though small in size, our schools are staffed with fully credentialed teachers assigned accordingly in both elementary and secondary subjects, and we continue to offer enrichment programs in art, music, and world language. Health and wellness are themes mirrored in our broader community that play out in our schools through inclusion of developmental PE at the elementary level and strong health and environmental connections made throughout the middle school years which also incorporates a robust and fully inclusive sports/athletics program. Additionally, through a partnership with Theater in the Mountains, our students have access to perform and/or attend fully staged musical productions four times per year.

Our schools are engaged in the transition to common core standards in all curricular areas. Our comprehensive academic offerings encompass mandated subject areas are supported by a high level of parent volunteerism, a community commitment to the visual and performing arts, and a culture of a safe and caring community. As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

The Board of Trustees has adopted the following District wide goals and objectives:

A. Conditions of Learning:

- 1) Provide a rigorous, intellectually challenging, and developmentally appropriate instructional program for each child.
 - a. Develop a curriculum map including learning outcomes, at each grade level aligned with the Common Core Standards.
 - b. Adopt multiple evaluation measurements in reading, writing, math, and science.
 - c. Implement the best professional practices and research based interventions to support learners performing at basic or below proficiency levels.
 - d. Facilitate ongoing articulation with LGHS to ensure 8th grade students are well prepared for high school, with annual communication to the Board and community.
 - e. Expand the integration of music, visual, and performing arts into the classroom.
 - f. Ensure that all students receive instruction that supports higher level thinking skills.
 - g. Infuse higher-level instructional strategies throughout curriculum, staff training and development.
- 2) Align all professional development with goals and activities to improve student learning.
 - a. Ensure instructional staff has the opportunity to develop the skills necessary to meet the academic needs of all students.

B. Pupil Outcomes:

In support of the academic goals and objectives set forth by the Board of Trustees, we recognize the need to continue our best instructional practices and at the same time endeavor to increase success for all students. In the absence of reliable standardized testing for the next several years, the District is committed to adopting local bench marking tools in English/Language Arts, math and science for all students. We are also committed to increasing the student success of our ELL and economically disadvantaged students even though we have few students in those special populations.

The work in this area is three fold:

- o To ensure continued measurable student achievement for all students.
- o To increase to professional capacity of all teachers in the implementation of the new ELD standards of the Common Core.
- o To provide intervention and support services for students at risk of not meeting district targets.

C. Engagement:

Our schools enjoy very high levels of parent engagement. With a student population of approximately 500 students, parents volunteer more than 7,000 hours each year. Parents are actively engaged in the daily life and decision-making processes of our schools. Parents are electronically

surveyed at least once a year to solicit input on spending priorities. Parents are welcome and appreciated in classrooms, and are active in school support organizations such as our Home and School Clubs, site based committees such as School Site Council, and in the events and activities of our educational foundation. We publish a weekly newsletter that is available in both electronic and print versions, teachers communicate at least monthly to the parents of their students, many teachers voluntarily maintain class and course websites, the Superintendent publishes a column to the broader community in the local monthly magazine, and the Board of Trustees publishes an annual “report card” to the community as well.

Families new to our schools often comment on the friendly, welcoming environment they discover at Loma Prieta. Our rural, mountain culture is one that fosters interdependence. This emphasis on neighbors helping neighbors and “taking care of our owns” has sustained the broader community through the challenges inherent in geographic isolation and living in a region vulnerable to the forces of nature such as earthquake, fire, and wind. Our schools reflect the “can do” attitude of the community and take pride in our resilient spirit. Despite our size and available resources, our schools are producing excellent results comparable to neighboring larger, resource rich districts. Our Board of Trustees has established the following goal related to student learning:

Foster a positive school climate that emphasizes the values of personal responsibility, integrity, respect and kindness towards one another.

- Continue character education programs and strategies to help students respect themselves and others, to value differences, and to interact with others in considerate and healthy ways.
- Communicate behavior expectations and consequences to encourage good citizenship inside and outside the classroom.

Section 1: Stakeholder Engagement

For the past 18 months, the Loma Prieta Joint Union School District has been actively engaged in strengthening ties and communication processes in our community. A series of Board of Trustee led “neighborhood coffees” to engage the broader community in dialogue regarding the strengths, challenges, and opportunities for growth in our schools were held in various locations. Given that our district serves a region that can be described as somewhat geographically isolated, the conversations were held in neighborhoods across the mountain. These neighborhood meetings were attended by both active parents and community members who do not have children currently attending our schools. These conversations helped the Board shape our strategic plan, and many of the topics addressed at these meetings became topics for further conversation in regards to the development of the LCAP.

With the community wide input generated, the focused development of the LCAP has been driven by conversations in stakeholder meetings beginning with the Joint School Site Council that includes parents, teachers, and representatives of our bargaining units representing our two schools. Additionally, the Superintendent’s Coordinating Council, made up of parents, representatives of the certificated and classified staff, local business leaders, representatives of other local public agencies such as the fire department, and community leaders serving youth, the faith-based sector, and senior citizens has given valuable input to the development of the plan. Internally, faculty and staff have been engaged in considering the best strategies to improve instructional practice and increase engagement of the families of ELL and low-income students. A public hearing will be in May, 2014, to report back to the community on the development of the LCAP and consider final input.

Involvement Process	Impact on LCAP
Neighborhood meetings	Development of district strategic goals
Joint School Site Council, faculty and staff meetings	Inclusion of project based learning and writing goals Inclusion of parent expanded parent engagement Increased staff development in new ELD and science standards, district adopted assessment tools, and expanded technology
Superintendent's Coordinating Council	Focus on resources for 21 st Century learning Development of anti-truancy campaign

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 ED 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	
Need: Local academic assessment alternatives to state testing Metric: Board adopted assessment tools	Students will show one year's growth in district adopted benchmarks in reading and math	All	All		Students will take benchmark assessments	Students will show 1 year progress from previous year or meet established annual IEP goal	Students will show 1 year progress from previous year or meet established annual IEP goal	Priorities 1, 2, 4, 7, and 8
Need: Assessment of academic areas identified as local needs Metric: School wide rubrics	Students will produce artifacts reflecting participation in writing and project-based learning activities using district adopted rubrics	All	All		Teachers will produce benchmark assessments	Students will show progress in development of artifacts	Students will show progress in development of artifacts	Priorities 1, 2, 4, 7, and 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 ED 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	
<p>Need: Prepare staff to meet the intent of the Common Core State Standards so that all students are prepared for success in the 21st Century</p> <p>Metric: Attendance at district wide staff development activities</p>	Instructional staff will participate in staff development regarding the implementation of new ELD and Next Generation Science Standards, and strategies to increase student success in the Common Core	All	All		Teachers will align ELD Standards to Language Arts curriculum maps	Curriculum maps in science will be developed Rubrics for ELD engagement will be developed	Student assessment in ELD will include district adopted rubrics Curriculum will be aligned to Next Generation science standards	Priorities 1, 2, 4, 7, and 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.)
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<p>Need: Develop a response to increasing of role of technology in teaching, learning, and assessment</p> <p>Metrics: CAASPP web-based assessment given</p> <p>Attendance at technology related staff development activities</p>	District technology resources will be expanded to support the implementation of 21 st Century Teaching and Learning strategies as well as CAASPP assessment protocols	All	All		<p>Technology standards implemented K-8</p> <p>CAASPP implementation</p>	<p>Technology infused instruction evident K-8</p> <p>CAASPP implementation</p>	<p>Technology infused instruction evident K-8</p> <p>CAASPP implementation</p>	Priorities 1, 2, 4, 7, and 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 ED 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	
<p>Need: Increased engagement by parents of ELL and low-income students</p> <p>Metrics: Translated school documents</p> <p>Parent attendance at outreach events</p>	Expand outreach efforts to engage ELL and low-income families	ELL/Low income	All		<p>A minimum of 4 times per year, important documents will be translated into Spanish</p> <p>Two family engagement events will be held</p>	<p>A minimum of 8 times per year, important documents and web-based documents will be translated into Spanish</p> <p>Two family engagement events will be held</p>	<p>A minimum of 8 times per year, important documents and web-based documents will be translated into Spanish</p> <p>Two family engagement events will be held</p>	Priorities 1, 2, 3, 4, 5, 6, 7, and 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 ED 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	
Need: Increase awareness of impact of truancy Metric: Publication of anti-truancy campaign documents	Conduct educational campaign on academic and fiscal impact of truancy	All	All		CBO will calculate fiscal impact, education impact highlighted in campaign	Rate of improvement published Campaign updated and reinforced	Rate of improvement published Campaign updated and reinforced	Priorities 1, 3, 4, 5, and 6
Need: Maintain or enhance positive school climate Metric: Survey results	Conduct annual school climate survey	All	All		CHKS administered Data reviewed, recommendations made	Project Cornerstone Survey administered Data reviewed, recommendations made	CHKS administered Data reviewed, recommendations made	Priorities 1 and 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 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 there 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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students will show one year's growth in district adopted benchmarks in reading and math.	Priorities 1, 2, 4, 7, and 8	Acquire vetted assessments that provide teachers with reliable information regarding benchmarks in math and reading to inform professional practice.	LEA-wide		\$735 UC Math Diagnostic Unrestricted GF	\$735 UC Math Diagnostic Unrestricted GF	\$735 UC Math Diagnostic Unrestricted GF	
					\$11,445 ALEKS Unrestricted GF	\$11,445 ALEKS Unrestricted GF	\$11,445 ALEKS Unrestricted GF	
					DRA Gr K-4 Gr 5-8 language arts to be adopted Unrestricted lottery	DRA Gr K-4 Gr 5-8 language arts to be adopted Unrestricted lottery	DRA Gr K-4 Gr 5-8 language arts to be adopted Unrestricted lottery	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
CONTINUED: Students will show one year's growth in district adopted benchmarks in reading and math.	Priorities 1, 2, 4, 7, and 8	Provide teacher training in utilizing and analyzing assessments.	LEA-wide		\$17,220 = 0.20 FTE Reading Intervention Unrestricted GF	\$17,220 = 0.20 FTE Reading Intervention Unrestricted GF	\$17,220 = 0.20 FTE Reading Intervention Unrestricted GF	
		Provide orientation to parents and students about benchmarks and assessment tools.			Imbedded	Imbedded	Imbedded	
		Edit report card			Imbedded	Imbedded	Imbedded	
		Review academic attainment data			Imbedded	Imbedded	Imbedded	
		Increasingly higher percentage of students reaching standard on district benchmarks and state assessments.			\$10,000 for afterschool support EPA	\$10,000 for afterschool support EPA	\$10,000 for afterschool support EPA	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students will produce artifacts reflecting participation in writing and project-based learning activities using district adopted rubrics	Priorities 1, 2, 4, 7, and 8	Development of rubrics to be used by teachers.	LEA-wide		\$2,109 for 14 release days Unrestricted GF	\$603 for 4 release days Unrestricted GF	\$603 for 4 release days Unrestricted GF	
		Orientation to parents and students on use of rubrics.			Imbedded	Imbedded	Imbedded	
		Activities added to grade level curriculum maps Classroom lessons upgraded and facilitated to meet the Common Core Standards			Imbedded	Imbedded	Imbedded	
		Rubrics completed and evaluation feedback provided to students and parents.				Imbedded	Imbedded	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Instructional staff will participate in staff development regarding the implementation of new ELD and Next Generation Science Standards, and strategies to increase student success in the Common Core	Priorities 1, 2, 4, 7, and 8	Staff development in ELD standards calendared and delivered.	LEA-wide		\$12,200 for 1 staff development day Unrestricted GF	\$12,200 for 1 staff development day Unrestricted GF	\$6,100 for 1/2 staff development day Unrestricted GF	
		Develop classroom observation tools to identify levels of rigor in the curriculum and student participation.			\$2,109 for 14 release days Unrestricted GF	\$2,109 for 14 release days Unrestricted GF	\$2,109 for 14 release days Unrestricted GF	
		Curriculum maps developed by grade level for science standards			Imbedded	Imbedded	Imbedded	
		Staff development in Science standards calendared and delivered				Imbedded	Imbedded	
		Develop classroom observation tools to identify levels of rigor in the curriculum and student participation.				Imbedded	Imbedded	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
District technology resources will be expanded to support the implementation of 21 st Century Teaching and Learning strategies as well as CAASP assessment protocols.	Priorities 1, 2, 4, 7, and 8	Annual evaluation of technology needs for instruction and assessment.	LEA-wide		\$ To be determined in Common Core expenditure plan	New instructional materials Restricted lottery	New instructional materials Restricted lottery	
		Review and establish budget priorities			Imbedded	Imbedded	Imbedded	
		Provide operational support and training for new technology deployment.			\$88,000 grant requested from LPEF	\$88,000 grant requested from LPEF	\$88,000 grant requested from LPEF	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Expand outreach efforts to engage ELL and low income families.	Priorities 1, 2, 3, 4, 5, 6, 7, and 8	Translate important documents into Spanish	LEA-wide		\$2,000 for family engagement Title I	\$2,000 for family engagement Title I	\$2,000 for family engagement Title I	
		Identify lead parent to help develop outreach events.			Imbedded	Imbedded	Imbedded	
		Host outreach events for families			Imbedded	Imbedded	Imbedded	
		Evaluate services for ELL students and propose program changes.			\$6,500 for activity bus Unrestricted GF	\$6,500 for activity bus Unrestricted GF	\$6,500 for activity bus Unrestricted GF	

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)?			Related to goal? (Identify specific goal from Section 3)
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Conduct educational campaign on academic and fiscal impact of truancy	Priorities 1, 3, 4, 5, and 6	Calculate fiscal impact of unexcused absences.	LEA-wide		\$1,600 for 2 days of staff time Unrestricted GF	\$1,600 for 2 days of staff time Unrestricted GF	\$1,600 for 2 days of staff time Unrestricted GF	
		Publish findings along with potential academic impacts.			\$1,000 printing costs Unrestricted GF	\$1,000 printing costs Unrestricted GF	\$1,000 printing costs Unrestricted GF	
		Track truancy rate annually.			Imbedded	Imbedded	Imbedded	
Conduct annual school climate survey	Priorities 1 and 6	Choose and deploy survey.	LEA-wide		\$500 CA Healthy Kids Unrestricted GF	\$2,500 Cornerstone Unrestricted GF	\$500 CA Healthy Kids Unrestricted GF	
		Review and publish results.			Imbedded	Imbedded	Imbedded	
		Consider response to identified needs and goals.			Imbedded	Imbedded	Imbedded	

- 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.

Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ <u>services</u>	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
			LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
For low income pupils:	LEA-wide	Section 2 and provide intervention	\$10,000 for afterschool support EPA \$6,500 for activity bus Unrestricted GF	\$10,000 for afterschool support EPA \$6,500 for activity bus Unrestricted GF	\$10,000 for afterschool support EPA \$6,500 for activity bus Unrestricted GF
For English learners:	ELL	Support in Language Arts and Math	Same as for low income pupils	Same as for low income pupils	Same as for low income pupils
For foster youth:	LEA-wide		Same as for low income pupils	Same as for low income pupils	Same as for low income pupils
For redesignated redesignated fluent English proficient pupils:	ELL		Same as for low income pupils	Same as for low income pupils	Same as for low income pupils

- 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.)

Loma Prieta is a basic aid, community funded school district, and as such will not receive an increase in state aid in 2014-15. However, the estimated supplemental and concentration grant funding in 2014-15 in the LCFF is \$14,138. Our unduplicated pupil count is between 5 and 6% of our enrollment. We plan to use the funds to provide schoolwide services to support increased academic attainment for all students. Safety net programs include low-income and ELL students, as well as other students. Access to transportation home from afterschool programs has been identified as a major barrier to the academic success of many students who would use afterschool support. Our remote geographic area makes afterschool transportation difficult. This will be a renewed focus to reduce barriers.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum proportionality percentage for 2014-15 is estimated to be .48%. See above for a description of increased and improved services.

- 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.)

Loma Prieta is a basic aid, community funded school district, and as such will not receive an increase in state aid in 2014-15. However, the estimated supplemental and concentration grant funding in 2014-15 in the LCFF is \$14,138. Our unduplicated pupil count is between 5 and 6% of our enrollment. We plan to use the funds to provide schoolwide services to support increased academic attainment for all students. Safety net programs include low-income and ELL students, as well as other students. Access to transportation home from afterschool programs has been identified as a major barrier to the academic success of many students who would use afterschool support. Our remote geographic area makes afterschool transportation difficult. This will be a renewed focus to reduce barriers.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum proportionality percentage for 2014-15 is estimated to be .48%. See above for a description of increased and improved services.

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.