

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

**Introduction:**

**LEA:** Los Gatos Union School District    **Contact:**    **Marla Rodriguez, Assistant Superintendent Ed. Services/HR**    **LCAP Year:** **2014-15**

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***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### ***State Priorities***

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

#### ***A. Conditions of Learning:***

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

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

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

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

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

#### ***B. Pupil Outcomes:***

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

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

#### ***C. Engagement:***

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

#### **Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The Los Gatos Union School District benefits from a very involved parent community. The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low-income families, and all significant subgroup populations. The committees also include stakeholders from the bargaining units as well as site and district administrators. The committees that have provided input into the LCAP and LEA Plan, and Common Core Spending Plan include: District English Learner Advisory Council, District Resource Council School Site Councils, and the LCAP Committee.</p> <p>Focus Group Questions included:</p> <ul style="list-style-type: none"> <li>• What could the district/school sites do to increase parent participation for all subgroups?</li> <li>• What supports would be most helpful for students who are low performing (consider all subgroups)?</li> <li>• What systems for reporting data relative to student progress would be most helpful for parents, teachers, principals?</li> </ul> <p><i>Meeting Dates and Times for Stakeholder Input: Included in Table 1 following Section I- Narrative</i></p> <p>Annual assessment data is reviewed and analyzed by LGUSD administrators, teachers, and Board of Trustees. The data includes: Suspension and Expulsion data, 2013 STAR assessment results, CELDT data, EL reclassification trends, parent/student survey results, and local assessment measures of student progress (i.e. mathematics diagnostic assessments).</p> <p>Goals are written to align with the Strategic Plan and LEA Plan with input from the Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils, the District English Learner Committee, the Site English Learner Advisory Councils, and used at the site level to create the Single Plans for Student Achievement. Parents provide input when determining priorities to align goals with site and district action plans.</p> <p>The LCAP plan was created to satisfy statutory requirements and the priorities determined by all stakeholders. Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level. Those action plans are in direct alignment with the SPSAs, the LEA Plan and LCAP. SPSA's and Site action plans are taken through an approval process that includes the School Site Councils, the District English Learner Advisory Council, and the LGUSD Board of Trustees.</p>	<p>The process allows all stakeholders input into the LCAP. LEA, Single Plan for Student Achievement, and Site Action Plans. The involvement process ensures that all statutory requirements are met, and all plans are aligned with common goals, purpose and intent.</p> <p>A direct example of how stakeholder input impacted the LCAP occurred when determining the focus for professional development to maintain highly qualified teachers and the alignment of resources and materials to support student achievement. A review of student data indicated a need to address mathematics instruction as well as alignment of materials to the Common Core. The priority for purchasing new math materials as well as providing professional development in the area of mathematics instruction is indicated in our action and budget alignment.</p> <p>Parents and community members provided feedback related to the presentation of the LCAP at public meetings. The following items have been included as a result of their input:</p> <ol style="list-style-type: none"> <li>1. Parent volunteers will be used as resources to welcome new families to the community using the primary language of the parents.</li> <li>2. As the District moves to a standards based report card in grades 1-3, parent education will be conducted related to standards based report cards and standards based grading.</li> </ol> <p>In the survey sent to the entire learning community, some stakeholders indicated that instructional assistants were a desired addition to the program to support struggling students. While the feedback was considered, the use of instructional assistants in classrooms was not added to the LCAP for the following reasons:</p> <ol style="list-style-type: none"> <li>1. The district will not receive funding to make this possible.</li> <li>2. Research related to the use of instructional assistants to support struggling students in general education classes does not demonstrate added achievement gains.</li> </ol> <p>Finally, the DELAC and SpEd Advisory committees, both indicate satisfaction with the support their children receive. Parents expressed gratitude for the ongoing support to meet the individual needs of their children.</p>

Date	Task	Purpose
10/14/13 Administrator Meeting	LCAP Overview for Principals	To inform principals and consider feedback
10/15/13 Board Meeting	LCAP Overview for Board	To inform Board and public regarding LCAP and to consider feedback
10/16/13 LGETA Negotiations	LCAP Overview for Teacher's Association	To inform bargaining unit and to consider feedback
10/16/13 District English Learner Advisory Council (DELAC)	LCAP Overview for DELAC	To inform DELAC and to consider feedback
10/16/13 LGUSD Sp. Ed Parent Advisory Meeting	LCAP Overview	To inform and consider feedback
12/10/13 Board Meeting	Public Hearing Common Core Money	Chance for public to understand and comment on District's use of one time Common Core Money allocated by the state
1/15/14 LGUSD Sp. Ed Parent Advisory Meeting	Solicit program feedback related to services and needs	Consider feedback
1/17/14 LCAP County Meeting	In-service hosted by state and county leaders regarding development of the LCAP	Districts received direct assistance in LCAP development and legal statutes
1/22/14 2 <sup>nd</sup> DELAC Meeting	LCAP Overview for DELAC	To inform DELAC and to consider feedback
1/24/14 LGUCEA Negotiations	LCAP Overview for Classified Association	To inform bargaining unit and to consider feedback
1/28/14 Board Meeting	Action item approval of common core money expenditure plan	Board approved expenditure plan
3/5/14 Stakeholders Meeting	Overview of the LCAP and focus areas	To inform stakeholders regarding LCAP and to consider feedback
4/14/14 Administrator Meeting	LCAP revision given to principals as they work on their site plans	Principals align site plans to LCAP
4/14/14 Website Survey	Survey to engage public stakeholders	To consider Public input
4/22/14 Board Meeting	LCAP Overview for Board and public	Board and Public input considered
5/14 School Site Councils	Principals share LCAP drafts with School Site Councils	To consider site parent input
5/14/14 LGUSD Sp. Ed Parent Advisory Meeting	Share draft of LCAP	To consider parent input
5/20/14 Board Meeting	LCAP Draft Overview for Board and Public	To engage input from Board and public
6/10/14 Board Meeting	Public Hearing	To consider public and Board input regarding draft of LCAP
6/12/14 Board Meeting	Board Review LCAP	Approve LCAP

## **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?

As a kindergarten through 8<sup>th</sup> grade district, LGUSD does not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advanced 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 student successfully matriculating to high school prepared to pass the CAHSEE, and EAP, take A-G, AP and CTE courses and graduate from high school.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress  <b>In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.</b>	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Schools Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
<b>1. Pupil Outcomes-Student Achievement</b> The District must meet the NCLB goal of attaining proficiency or higher for all students on state assessment data	<b>1-1. Pupil Outcomes – Student Achievement:</b> Upward mobility in student achievement will be attained for <b>all</b> students as measured on local and state assessments	All (3200 students)	ALL	<b>1-1. Pupil Outcomes – Student Achievement:</b>	1-1. Baseline Academic Level Descriptors (ALD) will be obtained for all students Spring 2015  1-1. Baseline local assessment results will be obtained for all students	1-1. Improved ALD  1-1. Improved achievement on local assessments	1. Improved ALD  2. Improved achievement on local assessments	1-1. Priority 2 1-1. Priority 4
<b>2. Pupil Outcomes-Student Achievement: EL Students</b> EL Students must meet academic proficiency at the same rate as their English speaking counterparts as measured on State assessments	<b>2-1. Pupil Outcomes – Student Achievement -EL Students:</b> Increase proficiency levels for all English learner students as measured on local and state assessments	EL (64 students)	ALL	<b>2-1. Pupil Outcomes- Student Achievement: EL Students</b>	2-1. Baseline ALD for EL students obtained  2-1. Improved CELDT Scores  2-1. Increase in reclassification rates	1. Improved ALD for English learners  2-1. Improved CELDT Scores  2-1. Increase in reclassification rates	1. Improved ALD for English learners  2-1. Improved CELDT Scores  2-1. Increase in reclassification rates	2-1. Priority 2 2-1. Priority 4 2-1. Priority 8
<b>3. Conditions of Learning – Basic Services:</b> Maintain appropriately assigned teachers in 100% of the classrooms as measured by an annual review	<b>3-1. Conditions of Learning-Basic Services:</b> Students will receive instruction from highly qualified teachers meeting the requirements of NCLB highly	ALL	ALL	<b>3-1. Conditions of Learning-Basic Services</b>	3-1. 100% Compliance	3-1. 100% Compliance	3-1. 100% Compliance	3-1. Priority 1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress  In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Schools Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
	qualified teachers							
<b>4. Conditions of Learning- Basic Services</b> Maintain student access to Common Core aligned materials and resources as identified by alignment of the scope and sequence (Year Long Context maps) to the Common Core Standards	<b>4-1. Conditions of Learning-Basic Services</b> 100% of the students have access to texts and or resources aligned to California Common Core Standards. The materials selected will include resources for EL students and students with disabilities, and will benefit students who are economically disadvantaged	All	All	<b>4-1. Conditions of Learning- Basic Services</b>	4-1. 100% Compliance	4-1. 100% Compliance	4-1. 100% Compliance	4-1. Priority 1 4-1. Priority 2
<b>5. Engagement- Parent Involvement</b> Maintain process to ensure stakeholders provide input into LEA, and SPSA as measured by minutes of SSC and parent advisory groups	<b>5-1. Engagement- Parent Involvement</b> 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in SSC minutes	All	All	<b>5-1. Engagement- Parent Involvement</b>	5-1. General fund budget aligned to site action plans  5-1. EL component of the LCAP updated annually with stakeholder input  5-1. LCAP updated annually with stakeholder input	5-1. General fund and budget aligned to site action plans  5-1. EL component of the LCAP updated annually with stakeholder input  5-1. LCAP updated annually with stakeholder input	5-1. General fund budget aligned to site action plans  5-1. EL component of the LCAP updated annually with stakeholder input  5-1. LCAP updated annually with stakeholder input	5-1. Priority 3



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress  <b>In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.</b>	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Schools Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
<p><b>6. Engagement-Safe Learning Environment:</b> Students are engaged in learning in a safe environment as measured by the most recent Project Cornerstone survey and a review of the suspension and expulsion rates at all schools</p> <p>6a. Facilities will be maintained in safe and good repair as measured by monthly inspections.</p>	<p>6-1. <b>Engagement-Safe Learning Environment:</b> Students will be educated in a safe environment that provides opportunities for engagement of students and stakeholders at all levels</p> <p>6-2. <b>Engagement-Safe Learning Environment:</b> Foster youth will be enrolled in schools within one school day after the registration is complete</p> <p>6-3. <b>Engagement:</b> Students will attend school regularly and refrain from risk behaviors</p> <p>6-4. <b>Engagement:</b> All K-5 teachers will implement <u>Second Step</u></p>	<p>All</p> <p>6-2. (Currently 1 student)</p>	All	<b>6-1. Engagement- Safe Learning Environment:</b>	<p>6-1. Improved Developmental Assets indicators on Cornerstone survey when administered</p> <p>6-2. Greater than 97% attendance rate for all students</p> <p>6-3. Annual decrease in suspension (currently we have no expulsions)</p> <p>6-4: Improved Developmental Assets indicators on Cornerstone survey when administered</p>	<p>6-1. Improved Developmental Assets indicators on Cornerstone survey when administered</p> <p>6-2. Greater than 97% attendance rate for all students</p> <p>6-3. Annual decrease in suspension (and expulsions when indicated)</p> <p>-6-4: Improved Developmental Assets indicators on Cornerstone survey when administered</p>	<p>6-1. Improved Developmental Asset Indicators on Cornerstone Survey when administered</p> <p>6-2. Greater than 97% attendance rate for all students</p> <p>6-3. Annual decrease in suspension and expulsions (when indicated)</p> <p>6-4: Improved Developmental Assets indicators on Cornerstone survey when administered</p>	<p>6-1. Priority 5</p> <p>6-2. Priority 6</p> <p>6-3. Priority 8 6-3. Priority 6</p> <p>6-4. Priority 7</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress  <b>In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.</b>	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Schools Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
	<p>6-5. <b>Engagement:</b> Parents will participate in school support activities</p> <p>6-6. <b>Engagement:</b> All students will complete middle school</p> <p>6-7. <b>Engagement:</b> All work orders completed within 30 days. Emergency work orders completed within 24 hours.</p>				<p>6-5: 80% parent participation in all school workshops</p> <p>6-6. 100% graduation rate</p> <p>6-7. Complete work orders and repairs as indicated: Non-emergency- 30 days Emergency – 24 hours</p>	<p>6-5: 80% parent participation in all school workshops</p> <p>6-6. 100% graduation rate</p> <p>6-7. Complete work orders and repairs as indicated: Non-emergency- 30 days Emergency – 24 hours</p>	<p>6-5: 80% parent participation in all school workshops</p> <p>6-6. 100% graduation rate</p> <p>6-7. Complete work orders and repairs as indicated: Non-emergency- 30 days Emergency – 24 hours</p>	<p>6-5. Priority 5</p> <p>6-6. Priority 6</p> <p>6-7. Priority 1</p>
<b>7. Course Access:</b> All students have equal access to course offerings as measured by enrollment records	<b>7-1. Course Access:</b> Maintain equal access to enroll in all grades and courses offered K-8	All	All	<b>7-1. Course Access:</b>	7-1. 100% Compliance	7-1. 100% Compliance	7-1. 100% Compliance	7-1. Priority 7

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, para-educators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

**Deaf/Hard of Hearing:** Total communication approach that allows for all forms of communication in an instructional program.

**Orthopedic Impairments:** Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

**Autism Spectrum Disorders:** Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

**Emotional Disturbance:** Students receive individual and group mental health services as well as academic instruction.

**Severe Medical Needs and Cognitive delays:** Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

**Early Start Program:** Provides support and resources to family members and care givers to enhance children's learning and development.

**Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

**Work Ability Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

**Inclusion Collaborative:** This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in childcare, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county-wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for additional materials such technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

### **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, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services  In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Pupil Outcomes – Student Achievement:</b> <b>1-1.</b> Upward mobility in student achievement will be attained for <b>all</b> students  <b>3-1. Conditions of Learning:</b> Maintain appropriately assigned highly qualified teachers in 100% of the classrooms  <b>2-1. Pupil Outcomes –Student Achievement -EL Students:</b> Increase proficiency levels for all English learner students as measured on local and state assessments  <b>4-1. Conditions of Learning:</b> Student have access to Common Core aligned materials	1-1. Priority 2  3-1. Priority 1  2-1. Priority 2  2-1. Priority 4  2-1. Priority 8  4-1. Priority 1	<b>Pupil Outcomes: Student Achievement:</b>  <b>1-1. Service:</b> Provide instruction to <u>all</u> students aligned to the Common Core Standards to include formative and summative assessments as a basis for differentiation  <b>3-1. Service:</b> Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the NCLB requirements  <b>1-1. &amp; 3-1. Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment  <b>2-1. Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California ELD Standards <b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 SDAIE in Core English Class, 6-8) <b>Service:</b> Provide professional development in the area of mathematics instruction for EL students aligned to Common Core Standards  <b>4-1. Action:</b> Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Standards  <b>4-1. Service:</b> To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program  <b>4-1. Action:</b> Maintain the infrastructure and access to technology devices to support technology integration by students and teachers	All Schools in the LEA	<b>Pupil Outcomes: Student Achievement:</b>	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>1-1. \$30,000, GF</u>  <u>Expenditure: Schoolnet License</u>  <u>2-1. \$50,000</u>  <u>2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants and registration fees</u>  <u>4-1. 500,000, GF and Common Core</u>  <u>Expenditure: New Mathematics Adoption aligned to Common Core – (One time expense)</u>	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>1-1. \$35,000 GF</u>  <u>Expenditure: Schoolnet License</u>  <u>2-1. \$50,000</u>  <u>2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants and registration fees</u>  <u>4-1. 10,000 GF</u>  <u>Expenditure: CC Aligned Math Textbooks Growth</u>	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>1-1. \$36,000 GF</u>  <u>Expenditure: Schoolnet License</u>  <u>2-1. \$50,000</u>  <u>2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants and registration fees</u>  <u>4-1 600,000 GF</u>  <u>Expenditure: New ELA texts aligned with Common Core</u>

Goals				Annual Update: Review of actions/services  <b>In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.</b>	What actions are performed or services provided in each year (and what are the anticipated expenditures for each action including funding source)		
Goal  (include and indentify 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)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
<p><b>6-1 Engagement-Safe Learning Environment:</b> Students will be educated in a safe environment</p> <p><b>6-2. Engagement-Safe Learning Environment:</b> Foster youth will be enrolled in schools within one school day after the registration is complete</p> <p><b>6-3. Engagement:</b> Students will attend school regularly and refrain from risk behaviors</p> <p><b>6-4. Engagement:</b> All K-5 teachers will implement <i>Second Step</i></p> <p><b>6-6. Engagement:</b> All students will complete middle school</p> <p><b>6-7. Safe Learning</b></p>	<p>6-1. Priority 3 6-1. Priority 5 6-3. Priority 6 6-4. Priority 7 6-6. Priority 6 6-7. Priority 1</p>	<p><b>Engagement: Safe Learning Environment</b></p> <p><b>6 -1. Service:</b> Implement approved <i>Second Step</i> curriculum in social skills (K-5)</p> <p><b>6-1. Action:</b> Provide new teachers professional development in <i>Second Step</i></p> <p><b>6-2. Action:</b> Provide Training to Office Assistants on enrolling foster youth</p> <p><b>6-3. Action:</b> Monitor Attendance Data on Powerschool with Monthly Reports</p> <p><b>6-4. Service:</b> Implement approved <i>Second Step</i> curriculum in social skills (K-5)</p> <p><b>6-6. Action</b> Monitor 8<sup>th</sup> Grade Retention</p> <p><b>6-7. Services:</b> Implement a streamlined work order system to ensure work is completed in a timely manner</p> <p><b>6-7. Action:</b> Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours.</p>	<p>All Schools in the LEA</p>	<p><b>Engagement: Safe Learning Environment</b></p>	<p><u>All actions and services will be performed as listed with associated costs when applicable</u></p> <p>6-1 <u>\$2000 GF</u></p> <p>6-1 Expenditure: <i>Second Step</i> Materials &amp; Training of new staff</p> <p>6-2. <u>\$0</u></p> <p>6-2 Expenditure: PD for Office Assistants</p> <p>6-3.: <u>\$0</u></p> <p>6-3. Expenditure: Run Monthly Attendance Reports</p> <p>6.4. Costs Identified in 6.1</p> <p>6-6. <u>\$0</u></p> <p>6-6. Expenditure: End of year 8<sup>th</sup> grade retention report</p> <p>6.7. <u>\$0</u></p> <p>6.7 Expenditure: Weekly monitoring of workload backlog</p> <p>6.7. <u>\$0</u></p> <p>6.7 Expenditure:</p>	<p><u>All actions and services will be performed as listed with associated costs when applicable</u></p> <p>6-1 <u>\$2000 GF</u></p> <p>6-1 Expenditure <i>Second Step</i> Materials &amp; Training of new staff</p> <p>6-2. <u>\$0</u></p> <p>6-2 Expenditure: PD for Office Assistants</p> <p>6-3.: <u>\$0</u></p> <p>6-3. Expenditure: Run Monthly Attendance Reports</p> <p>6.4. Costs Identified in 6.1</p> <p>6-6. <u>\$0</u></p> <p>6-6. Expenditure: End of year 8<sup>th</sup> grade retention report</p> <p>6.7 <u>\$0</u></p> <p>6.7 Expenditure: Weekly monitoring of workload backlog</p> <p>6.7. <u>\$0</u></p> <p>6.7 Expenditure</p>	<p><u>All actions and services will be performed as listed with associated costs when applicable</u></p> <p>6-1 <u>\$2000 GF</u></p> <p>6-1 Expenditure <i>Second Step</i> Materials &amp; Training of new staff</p> <p>6-2. <u>\$0</u></p> <p>6-2 Expenditure: PD for Office Assistants</p> <p>6-3.: <u>\$0</u></p> <p>6-3. Expenditure: Run Monthly Attendance Reports</p> <p>6.4. Costs Identified in 6.1</p> <p>6-6. <u>\$0</u></p> <p>6-6. Expenditure: End of year 8<sup>th</sup> grade retention report</p> <p>6.7 <u>\$0</u></p> <p>6.7 Expenditure: Weekly monitoring of workload backlog</p> <p>6.7. <u>\$0</u></p> <p>6.7 Expenditure</p>

<b>Environment:</b> All Students will attend schools in well maintained safe facilities					<u>Emergency work orders will be reviewed daily</u>	<u>Emergency work orders will be reviewed daily</u>	<u>Emergency work orders will be reviewed daily</u>
<b>5-1. Engagement-Parent Involvement</b> 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in SSC minutes  <b>6-5. Engagement-Parent Involvement</b> Parents will participate in school support activities	5-1. Priority 3 6-5. Priority 3 6-5. Priority 5	<b>Engagement: Parent Involvement</b> <b>5.1 Action</b> Collect and Monitor SPSA and SSC Minutes to ensure Parent Involvement  <b>6-5. Action:</b> Maintain high parent involvement in the schools.  <b>6-5. Action:</b> Present data and topics of interest to all stakeholders  <b>6-5. Action:</b> Provide parent information workshops related to Common Core Implementation, standards based grading, and other areas of interest as identified by the parents	All Schools in the LEA	<b>Engagement: Parent Involvement</b>	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>5.1. \$0</u>  5.1 <u>Expenditure:</u> Review SPSA and School Site Council Minutes  <u>6-5. \$12,000, GF</u>  <u>6-5. Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>5.1. \$0</u>  5.1 Review SPSA and School Site Council Minutes  <u>6-5. \$14,000, GF</u>  <u>6-5. Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings	<u>All actions and services will be performed as listed with associated costs when applicable</u>  <u>5.1. \$0</u>  5.1 Review SPSA and School Site Council Minutes  <u>6-5. \$16,000, GF</u>  <u>6-5. Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings
<b>7-1. Course Access:</b> Maintain equal access to enroll in all grades and courses offered K-8	7-1. Priority 7	<b>7-1. Action:</b> Monitor enrollment into course selections / electives opportunities	LEA	<b>Course Access:</b>	<u>All actions and services will be performed as listed</u>  <u>7-1. \$0</u>  7-1. <u>Expenditure:</u> Monitor Powerschool for enrollment of all students into electives and courses	<u>All actions and services will be performed as listed</u>  <u>7-1. \$0</u>  7-1. <u>Expenditure:</u> Monitor Powerschool for enrollment of all students into electives and courses	<u>All actions and services will be performed as listed</u>  <u>7-1. \$0</u>  7-1. <u>Expenditure:</u> Monitor Powerschool for enrollment of all students into electives and courses

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services  In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>1-1. Pupil Outcomes – Student Achievement: Low Income</b> Upward mobility in student achievement will be attained for all students	Priority 2 (75 Low income students)	<b>1-1. Pupil Outcomes – Student Achievement for Low Income Students:</b>  <b>Service:</b> Support low income Students with interventions targeted to needs <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance <b>Service:</b> Provide direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school <b>Service:</b> Provide professional development in the area of mathematics intervention instruction aligned to Common Core Standards	All Schools in the LEA	<b>1-1. Pupil Outcomes – Student Achievement for low income students:</b>	All actions and services will be performed as listed with associated costs when applicable  1-1. \$173,000, GF  1-1. Expenditure: .8 .8 FTE Certificated Early Literacy Teachers, NWEA license, Supplemental certificated and support staff	All actions and services will be performed as listed with associated costs when applicable  1-1. \$175,000, GF  1-1. Expenditure: .8 .8 FTE Certificated Early Literacy Teachers, NWEA license, Supplemental certificated and support staff	All actions and services will be performed as listed with associated costs when applicable  1-1. \$178,000, GF  1-1. Expenditure: .8 .8 FTE Certificated Early Literacy Teachers, NWEA license, Supplemental certificated and support staff
<b>2-1. Pupil Outcomes – Student Achievement - EL Students:</b> Increase proficiency levels for all English learners	Priority 2 (79 EL students)	<b>2-1. Pupil Outcomes – Student Achievement – EL Students</b> <b>Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California ELD Standards <b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 SDAIE in Core English Class, 6-8) <b>Service:</b> Provide professional development in the area of mathematics instruction for EL students aligned to Common Core Standards	All Schools in the LEA	<b>2-1. Pupil Outcomes – Student Achievement – EL Students</b>	All actions and services will be performed as listed with associated costs when applicable  2-1. \$50,000  2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants	All actions and services will be performed as listed with associated costs when applicable  2-1. \$55,000  2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants and registration fees	All actions and services will be performed as listed with associated costs when applicable  2-1. \$60,000  2-1. Expenditure: Supplemental teachers and support staff, supplemental materials, consultants and registration fees



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  In year one of the LCAP, the items included in this section are intended to provide direction as to what data will be reviewed and used as the basis for updates in programs and services provided to students.	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and registration fees		
<b>6-2. Engagement-Safe Learning Environment-Foster Youth:</b> Foster youth will be enrolled in schools within one school day after the registration is complete	Priority 10 (1 student)	<b>6-2. Engagement: Safe Learning Environment - Foster Youth:</b> <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance  <b>Service:</b> Provide supplemental academic support to foster students who are struggling readers in the Early Literacy Program at each K-5 school  <b>6-2. &amp; 7-1. Action:</b> Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place	All Schools in the LEA	<b>6-2 Engagement: Safe Learning Environment - Foster Youth:</b>	All actions and services will be performed as listed with associated costs when applicable  6-2. \$6,000, GF  6-2. Expenditure: Certificated staff	All actions and services will be performed as listed with associated costs when applicable  6-2. \$7,000  6-2. Expenditure: Certificated staff	All actions and services will be performed as listed with associated costs when applicable  6-2. \$8,000  6-2. Expenditure: Certificated staff
<b>4-1. Conditions of Learning- Basic Services For re-designated fluent English proficient pupils:</b> Maintain Student access to Common Core aligned materials and resources to include material for SWD, EL and RFEP students	Priority 1	<b>4-1. Conditions of Learning- Basic Services For re-designated fluent English proficient pupils:</b>  <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as support to re-designated students  <b>Services:</b> Provide professional development in the area of mathematics instruction and academic vocabulary development aligned to Common Core Standards	All Schools in the LEA	<b>4-1. Conditions of Learning- Basic Services For re-designated fluent English proficient pupils:</b>	All actions and services will be performed as listed with associated costs when applicable  4-1. \$5,000  4-1. Expenditure: Certificated Staff Classified Staff	All actions and services will be performed as listed with associated costs when applicable  4-1. \$6,000  4-1. Expenditure: Certificated Staff Classified Staff	All actions and services will be performed as listed with associated costs when applicable  4-1. \$7,000  4-1. Expenditure: Certificated Staff Classified Staff

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 district wide, school wide, countywide, or charter wide 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 district wide or school wide 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.)

Based upon the calculation of the number of low income, foster youth, and English learner pupils equaling 4.725% of the enrollment, the district is required to spend at least \$96,000 to meet the needs of these students. The district is providing services that exceed the required supplemental expenditures. The services for those students will include: Research based academic support in literacy in a small group setting, supplemental materials specific to the needs of the students, professional development for staff, specially designated personnel to provide push in services to support the needs of the EL students. The services provided are the most effective use of funds to meet the district goals for the designated pupils. The district goals for identified target populations are met through the use of specifically designated trained personnel and intervention materials.

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

The district expenditures to meet the needs of the target populations (Low Income, Foster Youth, English Learners) exceeds the required 24% (\$6,700) increase in allocation to fund supplemental services. The services provided total \$200,000 in expenditures for supplemental services as indicated above.

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.