

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

Introduction:

LEA: Di Giorgio School District Contact: Jerri Boatman, Chief Administrative Officer, jboatm@zeus.kern.org, 661-854-2604 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

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 Di Giorgio School District involved stakeholders in the development of this LCAP through the following processes:</p> <ul style="list-style-type: none"> ● January 8, 2014: Focus Group Meeting: Chief Administrative Officer, School Principal and Special Education Coordinator met to begin discussions regarding LCFF and LCAP development. ● February 14, 2014: The district sent notices home in English and Spanish to all stakeholders notifying them of an evening meeting scheduled for February 19, 2014 at the Di Giorgio School Cafeteria. ● An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the board held February 19, 2014 at 4:00 p.m. ● February 19, 2014 at 6:00 p.m. The district held a stakeholders meeting and focus group session with parents, students, staff and community members. Child care and snacks were provided. ● March 5, 2014 at 2:00 p.m. Focus Group Meeting ● March 12, 2014: at 4:00 p.m. Special Meeting of the Board. The Focus Group presented the summarized results of all surveys and focus Group sessions to the board and public. 	<p>Surveys were chosen to distribute to parents, students and staff.</p> <p>Begin the process of informing and including parents, students, staff and community members in the process of developing a plan to implement the LCFF and LCAP.</p> <p>A discussion was held regarding the development of the District's LCAP. The Chief Administrative Officer informed the Board and all visitors of the intent of the district to conduct a needs assessment and seek input from all stakeholders in establishing goals and developing the LCAP for implementation and use of LCFF funds.</p> <p>Two videos created by West Ed were presented in English and Spanish explaining what LCAP and LCFF are. Surveys were distributed in English and Spanish. Stakeholders were informed that the surveys would be used to help establish the goals that would be used to implement the District's LCAP. Assistance in English and Spanish was available if needed.</p> <p>The district compiled and summarized the input from the stakeholder meetings. Results of surveys were included and summarized in needs assessment data. The Focus Group began developing and designing the LCAP based on the goals identified through the comprehensive needs assessment, such as, advances in language classification, CCSS implementation, increasing numbers of teaching staff, improving attendance, and more focus on college and career readiness.</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> ● April 8, 2014 at 4:00 p.m. the district presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC). ● June 15, 2014: The district LCAP will be available for public review and comment. The Chief Administrative Officer will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing. ● June 18, 2014: A public hearing will be held at 4:00 p.m. for public comment and recommendations from the public related to the LCAP ● June 30, 2014: A regular meeting will be held at 2:00 p.m. for adoption of prosed LCAP. 	<p>District representatives presented the summarized results of all the surveys and focus group sessions with recommendations for LCAP goals. The community and stakeholder groups including DAC, DELAC, were provided an opportunity to respond to the summarized data and proposed LCAP goals during this meeting.</p> <p>The district reviewed meeting transcripts to the proposed LCAP. There were no questions posed by stakeholders, community, DAC or DELAC representatives, therefore no written responses were provided. The district received confirmation the proposed goals were in alignment with the district's vision and mission.</p> <p>A public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There were no comments or recommendation.</p> <p>The LCAP was placed on the agenda for adoption. Upon motion of Steve Murray Seconded by Theresa Vietti-Herrera the 2014-2015 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes:</p> <p>Roll Call: Theresa Vietti-Herrera: aye Laura Lee Kirkeley: aye Steve Murray: aye Ayes: 3 Noes: 0 Absent: 0</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric.

Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals				What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
Based upon current principal observation and input from teaching staff, the current level of Common Core State Standards implementation is minimal.	Goal #1 The Common Core State Standards will be fully implemented as defined by the California Department of Education.	All students	All K-8 Schools	Analysis of annual Smarter Balanced Test results along with DIBELS and CELDT scores	The current level of CCSS implementation will increase from minimal to partial	The current level of CCSS implementation will increase from partially to substantially implemented	The CCSS will be substantially to fully implemented	Priority #1,2,4,5,8
30% of all EL Learners are advancing one or more language classification levels annually	Goal #2 40% of all EL learners will advance one or more language classification	Grades 1 st -8 th EL students, special education students	All K-8 schools	Review of annual CELDT scores	32% of all EL Learners will advance one or more language classification levels per review of CELDT scores	35% of all EL Learners will advance one or more language classification levels per review of	40% of all EL Learners will advance one or more language classification levels per review of CELDT	Priority #2, 3, 4, 5, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
as reported by CELDT scores.	levels annually as reported by CELDT scores.				CELDT scores	scores		
There are currently 8.5 highly qualified certified classroom teachers to service K-8 grades and ELD coordination and implementation	Goal #3 K-8 will be serviced by a highly qualified certified and CCSS trained teacher for each grade level K-8. Staffing will be increased to fully support Special Education and ELD program.	All students	All K-8 schools	Human Resources and principal monitoring of positions and assignments	Classroom Teachers will be increased from 8.5 FTE to 9 FTE. 2 hours of ELD Clerical staff will be established	Maintain 9 FTE Classroom teachers. Continue utilizing Spec Ed/RSP Coordinator for CEDLT testing and ELL reclassification. Maintain ELD clerical time.	Maintain 9 FTE Classroom teachers. Maintain increased ELD clerical time. Spec Ed. Coordinator to focus full time on Spec Ed/RSP coordination and implementation.	Priorities 1, 2, 4, 5, 7, 8

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?

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		4. Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	3 rd – 6 th grade		4. No Cost	4. No Cost	4. No Cost
		5. Increase staff participation and collaboration in full implementation of CCSS.	LEA-wide		5. No Cost	5. No Cost	5. No Cost
		6. Update library titles to include more non-fiction and Magazine subscriptions related to STEM.	LEA-wide		6. \$1,500 LCFF/Lottery	6. \$1,500 LCFF/Lottery	6. \$1,500 LCFF/Lottery
		7. Update Computer Lab Ongoing Maintenance	LEA-wide		7. \$3,900 CCSS/LCFF	7. \$2,400 LCFF & T-I	7. \$2,400 LCFF & T-I

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		8. Peer Tutoring Program	LEA-wide		8. No Cost	8. No Cost	8. No Cost
		9. C3 Collect, Connect, Coach Classroom Data walk-through and coaching.	LEA-wide		9. \$1,500 CCSS	9. \$1,500 LCFF	9. \$1,500 LCFF
		10. CCSS Technology Implementation Consultation	LEA-wide		10. \$1,000 CCSS	10. \$1,000 LCFF	10. \$1,000 LCFF
		11. CCSS Multimedia Curriculum Training	LEA-wide		11. \$1,000 CCSS	11. \$1,000 LCFF	11. \$1,000 LCFF
		12. Administrative professional development for monitoring and implementation of CCSS	LEA-wide		12. \$1,000 LCFF/T-I	12. No Cost	12. No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		13. Literacy Standard training for 6 th , 7 th , 8 th , grade teachers 14. Increase Library Media Staff hours 15. Provide high quality instruction to all students.	6 th – 8 th grade LEA-wide LEA-wide	Human Resources	13. No Cost (training provided in 2015-2016) 14. No Cost 15. No Cost	13. \$600 LCFF 14. No Cost redirect time 15. No Cost	13. No Cost (training provided in 2015-2016) 14. No Cost 15. No Cost
Goal #2 40% of all EL Learners will advance one or more language Classification levels yearly as reported by CELDT scores	2,3,4,5,8	1. Staff will be increased to provide one teacher per grade level K-8 2. Redirect Principal/Teacher to focus on implementing research based ELD, and insure that staff complies with ELD standards.	LEA-wide LEA-wide LEA-wide	Review CELDT, DIBELS Benchmarks, Symphony Math Benchmarks, grades and teacher recommendations	1. \$37,900 LCFF 2. No additional cost	1. \$37,900 LCFF 2. No additional cost	1. \$37,900 LCFF 2. No additional cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Principal /Teacher will be responsible for insuring that the reclassification process is consistent with LEA standards					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal #3 K-8 will be serviced by a highly qualified certified and CCSS trained teacher for each grade level K-8. Staffing will be increased to fully support Special Education and ELD program.</p>	<p>Priorities 1, 2, 4, 5, 7, 8</p>	<p>1. Comply with Education Codes, facilities, and instructional materials, (Williams Compliance). 2. Provide a highly qualified teacher for each grade level K-8 3. Implementation of academic content and performance standards adopted by the SBE, including English Language Learners</p>	<p>LEA-wide service Truant and chronically truant students</p>	<p>Review Williams Act compliance Human Resources Review: CELDT, DIBELS Benchmarks, Symphony Math Benchmarks, grades and teacher recommendations</p>	<p>1. \$15,000 CCSS/LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>	<p>1. \$15,000 LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>	<p>1. \$15,000 LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal #4 The number of truant or chronically truant students will not exceed 25% as cited on CDE DataQuest website</p>	<p>Priority #'s 1,2,3, 4, 5,6, 7</p>	<p>1. Review and update SWPBIS system yearly and provide PD as necessary 2. Provide college and career ready opportunities 3. Provide wrap around truancy prevention program "Attendance Works" which includes student assessments, home visits, weekly school contacts, referrals to community resources</p>		<p>CDE DataQuest percentage of truant for Di Giorgio S.D.</p>	<p>1. no additional cost 2. \$1000 LCFF 3. \$500 LCFF</p>	<p>1. no additional cost 2. \$1000 LCFF 3. \$500 LCFF</p>	<p>1. no additional cost 2. \$1000 LCFF 3. \$500 LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		4. Review school wellness plans and policies and update board policy to address chronic absence			4. No additional cost	4. No additional cost	4. No additional cost

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #4 The number of truant or chronically truant students will not exceed 25% as cited on CDE DataQuest website.	1,2,3,4,5,6,7	For Low Income Students: Rate of FRLP students is 95.93%. Therefore, this district will support low income students with actions and services in section 3A in addition to: 1. Provide Parent Project training for parents of economically disadvantaged, ELL, foster youth, individuals with exceptional needs, others interested.	LEA-wide service	Annual review of truancy numbers	1.\$1,000 T-1	1. \$1,000 T-1	1. \$1,000 T-1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #2 40% of all EL Learners will advance one or more language classification levels yearly as reported by CELDT scores</p>	2,3,4,5,8	<p>For English Learners:</p> <p>1. Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.</p> <p>2. Continue annual CELDT Training of Trainers.</p> <p>3. Annual CELDT testing for all TK and Kindergarten students will be</p>	LEA-wide English Language Learners	<p>Annual review and in-service. Review of CELDT, DIBELS benchmarks, Symphony Math benchmarks, inform teachers of proficiency levels of EL Learners</p>	<p>1. \$899 LCFF/T-1 Cost accounted for in 3-A</p> <p>2. \$100 T-1 Cost accounted for in 3-A</p> <p>3. No Cost</p>	<p>1. \$1,000 LCFF/T-1 Cost accounted for in 3-A</p> <p>2. \$100 T-1 Cost accounted for in 3-A</p> <p>3. No Cost</p>	<p>1. \$1,000 LCFF/T-1 Cost accounted for in 3-A</p> <p>2. \$100 T-1 Cost accounted for in 3-A</p> <p>3. No Cost</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>scheduled in August, before the first day of instruction</p> <p>4. CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school</p> <p>5. Analyze CELDT and local assessment results to target student needs in specific domains</p> <p>6. Review and purchase web-based supplemental ELD materials that are aligned to the CCSS</p> <p>7. Train all teachers and administrators</p>		Review of CELDT testing materials	<p>4. No Cost</p> <p>5. No Cost</p> <p>6. \$3,475 (cost covers a three year period) T-1 Cost accounted for in 3-A</p> <p>7. Training provided by</p>	<p>4. No Cost</p> <p>5. No Cost</p> <p>6. No additional cost</p> <p>7. Training provided by</p>	<p>4. No Cost</p> <p>5. No Cost</p> <p>6. No additional cost</p> <p>7. Training provided by</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		in ELD curriculum		Periodic monitoring	current staff	current staff	current staff
		8. Principal will monitor classroom instruction to insure that curriculum is being utilized in the most efficient manner			8. No Cost	8. No Cost	8. No Cost
		9. Continue staff development in research based ELD strategies			9. \$1000 T-I	9. \$1000 T-I	9. \$1000 T-I
		10. Provide Parent Project training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as fund allow.			10. \$1000 T-I	10. \$1000 T-I	10. \$1000 T-I
		11. Redirect Principal/Teacher			11. No additional cost	11. No additional cost	11. No additional cost

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		to focus on implementing research based ELD, and insure that staff complies with ELD standards. Principal/Teacher will be responsible for insuring that the reclassification process is consistent with LEA standards		Review CELDT, DIBELS benchmarks, Symphony Math benchmarks, grades, teacher recommendations and parent opinion	12. No additional cost	12. No additional cost	12. No additional cost
		12. Redirect Special Education/Resource Specialist to coordinate and administer CELDT testing and assist in the reclassification process to support ELD		Annual CELDT Training	12. No additional cost	12. No additional cost	12. No additional cost
		13. Hire additional paraprofessional support for ELD program in year 2015-16		Human Resources	13. Hire in 2015-16	13. \$7323 REAP	13. \$7323 REAP

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		14. Hire part time certificated staff to coordinate and implement ELD program. 15. Implementation of academic content and performance standards adopted by the SBE, including English Language Learners and reclassified students.		Human Resources	14. Hire in 2016-17 15. No additional cost	14. Hire in 2016-17 15. No additional cost	14. \$21,200 LCFF 15. No additional cost
		16. Provide Professional Development and support for implementation of Common Core Mathematics and Reading Language Arts			16. \$4000 CCSS	16. \$4000 LCFF	16. \$4000 LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goals #3 K-8 will be serviced by a highly qualified certified and CCSS trained teacher for each grade level K-8.</p> <p>Staffing will be increased to fully support Special Education and the ELD program.</p>	1,2,4,5,7,8	<p>1. Comply with Education Codes, facilities and instructional materials; (Williams Compliance)</p> <p>2. Provide a highly qualified teacher for each grade level K-8</p> <p>3. Implementation of academic content and performance standards adopted by the SBE, including English Language Learners And reclassified students.</p>	LEA-wide	<p>Review Williams Act Compliance</p> <p>Human Resources</p> <p>Review: CELDT, DIBELS benchmarks, Symphony Math benchmarks, grades and teacher recommendations</p>	<p>1. \$15,000 CCSS/LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>	<p>1. \$15,000 LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>	<p>1. \$15,000 LCFF Cost accounted for in GOAL 1</p> <p>2. \$37,900 LCFF Cost accounted for in GOAL 2</p> <p>3. No additional cost</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All Goals	1,2,3,4,5,8	For foster youth: The educational outcomes for foster youth will mirror that of the general student population and actions in 3A as foster youth are enrolled. No foster youth are currently enrolled.	Lea-wide	Annual review of incoming Foster Youth			
	2,3,4,5,8	For redesignated fluent English proficient pupils: 1. Continue to support language development	LEA-wide English Language learners	Review of local and state testing results: DIBELS, State Testing	1. No Cost	1. No Cost	1. No Cost

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.)

1. The Di Giorgio School District's increase in funds from LCFE based on Supplemental and Concentration Grants is \$192,591 or 14.93%
2. Di Giorgio School District LCFE Supplemental and Concentration Grant fund expenditures are determined by the district's goals as outlined in Section 2 of this years Local Control Accountability Plan and its actions for implementing these goals as outlined in Sections 3A and 3B.
3. Districtwide justifications: Di Giorgio School District is a one school district with a projected enrollment in 2014-2015 of 197 students, kindergarten through eighth grade. 95.93% of Di Giorgio's student population have been identified as either low income or English Language Learners, therefore the district has determined that the most efficient use of its LCFE Supplemental and Concentration Grant funds is to implement and support all goals and state priorities and actions for all students in the Di Giorgio School District.

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.

1. According to the minimum proportionality percentage (MPP) calculation Di Giorgio School District will increase or improve services by 14.93%.

2. The district is in declining enrollment and has experienced deficit spending in recent years and expects to deficit spend in 2014-2015 as well. As such the district has decided to redirect existing staff to better support low income and English Language Learners as outlined in sections 2, 3A and 3B, as well as increasing staff by ½ FTE thereby providing a highly qualified teacher for all grades kindergarten through eighth grade as opposed to combination classes.

3. Services for low income, English Language Learners, and Foster Youth will be increased and improved as identified in Section 2 of the LCAP and its actions for implementing these goals as outlined in Sections 3A and 3B. Di Giorgio School's Unduplicated Pupil count(identified low income or English language Learners) is 95.93%. **See Section 3A**

Improved:

1. EL instruction and assessment
2. Supports for student attendance
3. Computer Lab
4. Improve technology implementation
5. Improved facilities and instructional materials
6. Implementation of academic content and performance Standards for all students including EL

Increased:

1. Staffing
2. CCSS instructional materials
3. Professional Development for all staff
4. Library materials
5. ELD paraprofessional support
6. Increase Principal/Teacher's time to include monitoring for EL
7. Increasing the Special Education/Resource Specialist to Coordinate and administer CELDT and reclassification support

8. Parental trainings for all students including EL, foster youth and Economically disadvantaged

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.