

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

Introduction:

LEA: Kernville Union School District Contact Robin Shive, Superintendent, (760-379-3651), rshive@kernvilleusd.org LCAP Year: 2014-15, 2015-16, 2016-2017

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
<ul style="list-style-type: none"> • Held a public meeting October 23,13 in the school gymnasium where we explained Common Core • Each Board Meeting we have included information about the LCFF/LCAP and Common Core • District Advisory Committee October 21 Messaged common core, LCFF investment, reviewed 8 state categories, community input with gallery walk. • Nov. 14 Board Meeting – the board voted on top 4 district goals of 8 state categories • Nov. 18 reviewed budget narrowed to top 4 district goals • Dec. 12, Jan. 16, Feb. 13 Board Meeting -Review progress of LCAP and LCFF • Jan. 13, 2014 - Focused on 4 priorities and showed strategies of implementation. • Feb. 4, 2014 sent out parent, staff, student surveys • Invite parents/ • Review Survey results- Meet in March with DAC • March 11-How to “fill Out the Survey” meeting • March 27 - Kern River Valley Collaborative Meeting • April 24 - Rotary of Kern River Valley • April 28- Kernville Chamber 	<ul style="list-style-type: none"> • Explained Common Core Each Board Meeting we have included information about the LCFF/LCAP and Common Core District Advisory Committee October 21 Messaged common core, LCFF investment, reviewed 8 state categories, community input with gallery walk. Stakeholders added ideas on the posters. • The board voted on top 4 district goals of 8 state categories reviewed budget narrowed to top 4 district goals, Dec. 10, Jan. Board Meeting -Review progress of LCAP and LCFF Jan. 13, 2014 - Focused on 4 priorities and showed strategies of implementation. This gave a focus for DAC to move forward in writing the LCAP • The surveys added concerns and areas of strength. The LCAP development was affirmed as the survey showed that students and parents would like for students to receive counseling and a program developed for our ED students. The DAC reviewed every survey. It was also discovered that the students reported the bus cameras are working, but the bathrooms are still an area for bullying, fighting. Programs will continue, such as PBIS and SSA to help with the problem. Other ideas were revealed and

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • April 8-LCAP review at Board Meeting • May 19 at DAC mtg. finalize LCAP • June 12, 2014 Public Hearing • June 26 Board approval of LCAP 	<p>the LCAP adjusted.</p> <ul style="list-style-type: none"> • Inform outside stakeholders of the reason behind the LCAP and changes going on at the schools with CCSS, testing and local control. An invitation was given to attend the next DAC meeting. My email was also given to invite other ideas for the LCAP. • Give opportunity for the stakeholders to make comment regarding the LCAP and for the board to review the documents evolution • Send out document for DAC to review prior to the May 19 meeting. Small adjustments were made to errors found in grammar, but no content changes <p>May 19, 2014 DAC final read and approval of LCAP</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	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
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Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	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.)
In light of district budgets in recent years, the district's priority is to not increase class sizes. Metrics: CST: ELA: A P B BB FBB 2 nd 13 46 22 10 10 3 rd 14 41 32 11 3 4 th 37 22 30 7 5 5 th 16 35 29 10 9 6 th 11 46 27 13 3 7 th 18 35 25 15 7	Goal 1 Increased student engagement and interaction by maintaining staff and reducing class size in grades 4-8.	All	All	Review Class Numbers	4th-8 th grade student class average will be decreased by 1	4th-8 th grade student class average will be decreased by an additional 1	4th-8 th grade student class average will be decreased by an additional 1	2,4,5,6,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>8th 13 29 34 14 10</p> <p>MATH: 2nd 43 28 17 6 7 3rd 38 32 26 4 0 4th 33 31 16 16 3 5th 11 31 38 15 5 6th 7 32 35 24 1 7th 16 30 27 22 5 8th 8 95 47 38 13</p> <p>API: 777 LEA Wide A-G Requirement - n/a</p>								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Career Tech - n/a CELDT- 5 students tested Adv. 0%, Early Adv. 20%, Int. 60%, Early Int. 20% Beg. 0 Advanced Placement - n/a Early Assessment Program n/a								
Fluency rate of 40% in 3 rd grade as measured by fluency tests, and a comprehension rate of 42%. CST: ELA:	GOAL 2 80% of 3 rd grade students will be reading and comprehending on grade level by the end of	All	All	Local assessments: Dibels, ESGI, STAR, SIIP, and similar programs in addition to the SBAC, when available	60% of all 3 rd grade students will be fluent in word attack skills and reading comprehension	70% of all 3 rd grade students will be fluent in word attack skills and reading comprehension	85% of all 3 rd students will be fluent in word attack skills and reading comprehension	2,4,5,8

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: 2016-17	
A P B BB FBB 2 nd 13 46 22 10 10 3 rd 14 41 32 11 3 4 th 37 22 30 7 5 5 th 16 35 29 10 9 6 th 11 46 27 13 3 7 th 18 35 25 15 7 8 th 13 29 34 14 10 MATH: 2 nd 43 28 17 6 7 3 rd 38 32 26 4 0	3 rd grade.							

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
4 th 33 31 16 16 3 5 th 11 31 38 15 5 6 th 7 32 35 24 1 7 th 16 30 27 22 5 8 th 8 95 47 38 13								
53.6% of all students were proficient in ELA, and 62% in math on the 2013 CSTs.	GOAL 3 Improve student achievement : 65% of all students will be	All	All	Dibels, tri-yearly Benchmark assessments, i.e. AIMS web page, ESGI , SBAC	55% of all students will be proficient or advanced on ELA and 65% will be proficient or advanced on	60% of all students will be proficient or advanced on ELA and 70% will be proficient or advanced on	65% of all students will be proficient or advanced on ELA and 75% will be proficient or advanced on	4,5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: CST CST: ELA: A P B BB FBB 2 nd 13 46 22 10 10 3 rd 14 41 32 11 3 4 th 37 22 30 7 5 5 th 16 35 29 10 9 6 th 11 46 27 13 3 7 th 18 35 25 15 7 8 th 13 29 34 14 10 MATH: 2 nd 43 28 17 6	proficient or advanced in language arts and 75% of students will be proficient or advanced in mathematics by 2016-17.				math assessments	math assessments	math assessments	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
7 3 rd 38 32 26 4 0 4 th 33 31 16 16 3 5 th 11 31 38 15 5 6 th 7 32 35 24 1 7 th 16 30 27 22 5 8 th 8 95 47 38 13								
Current rates: Suspension/ Expulsion district: 12%	GOAL 4 Decrease suspension/ expulsion/	All	All	Review of number of suspension, expulsions and alternative	Decrease suspensions/expulsions/ alternative to expulsions by	Decrease suspensions/expulsions/ alternative to expulsions	Decrease suspensions/expulsions/ alternative to expulsions	3,6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
WMS: 20% Alt. Placement: 3.5%	alternative to expulsion rates to 5% district wide and 10% for WMS and alternative placement 2%.			to expulsion	3% district wide and 3.5% WMS, alternative education .5%	3% district wide and 3.5% WMS Alternative Education 1.5%	4% district wide and 3% WMS Alternative Education 2.0%	
Current rate of parent involvement: Approximately 30% parent engagement as measured by volunteer sign-in, parent meeting attendance at DAC, SSC, PTC and Boosters	GOAL 5 Increase parent Involvement/ engagement to 50% by 2016-17 as measured by volunteer sign-in, parent meeting attendance at DAC, SSC, PTC and Boosters in order to accelerate	All	All	Number of parents participating in as measured by Sign- in sheets, volunteer orientation, DAC , SSC, PTC, Boosters, and parent conferences, back to school night, family night open house	Parent engagement will increase to 35%.	Parent engagement will increase to 40%.	Parent engagement will increase to 50%.	4,5,6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	student achievement.							
All staff is in the awareness stage of common core implementation. Therefore, common core is minimally being implemented.	GOAL 6 Full implementation of Common Core for ELA and Math by 2016-17.	All	All	Measured by documentation of artifacts, lesson plans, tri-annual benchmark results, and APS criteria	Common Core implementation will be at the partial stage as measured by APS criteria.	Common Core implementation will be at the partial stage as implementation as measured by APS criteria.	Full implementation of Common Core for ELA and Math as measured by APS criteria.	1,2,7,8
7 th and 8 th grade students are not receiving courses in career tech., music, foreign language,	GOAL 7 Give course access to all 7 th and 8 th grade students for courses in Education code: music,	All 7 th and 8 th grade students	Wallace and Rio Vista Middle School	Measured by school schedules including subjects taught that include "elective	50% of 7-8 grade students will have access to one or more of the required courses	60% of 7-8 grade students will have access to one or more of the required courses	70% of 7-8 grade students will have access to one or more of the required courses	1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1 Increased student engagement and interaction by maintaining staff and reducing class size in grades 4-8.	#4,#8.#5,#6,#2	1. Maintain class sizes Reading and Math in grades K-4 and decrease teacher to student ratio to 30:1	LEA Wide	Biannual Benchmark assessments	1. Maintain K-3 staff of 24 to 1- no additional cost. Employ staff 4 th -8 th grade to decrease teacher student ratio to 30:1 \$75,000 LCFF	1. Employ staff to maintain 24 to 1 ratio \$75,000 LCFF	1. Employ staff to Maintain 24 to 1 ratio \$75,000 LCFF
GOAL 2 80% of 3 rd grade students will be reading and comprehending on grade level by the end of	2,4,5,8	1.Time to identify benchmarks , revise as needed, align instruction with pacing calendar adopted with identified essential standards, reading fluency and comprehension	LEA Wide	Biannual Benchmark assessments STAR, AR, etc.	1. Professional Development minimum day additional cost \$6195 (11 days) Title I , LCFF, ASES	1. Professional Development minimum day additional cost \$6195 (11 days) Title I , LCFF, ASES 2. STAR,	1. Professional Development minimum day additional cost \$6195 (11 days) Title I , LCFF, ASES 2. STAR,

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
3 rd grade.		<p>2. Intervention for all grades, with target area of K-3</p> <p>3. Purchase supplemental materials and programs</p>			<p>2. STAR, Accelerated Reader, etc.: Title I and LCFF no additional cost (see goal 3)</p> <p>3. Supplemental materials \$10,000 TI, LCFF</p>	<p>Accelerated Reader, etc.: Title I and LCFF, no additional cost (see goal 3)</p> <p>3. Supplemental materials \$7500 TI, LCFF</p>	<p>Accelerated Reader, etc.: Title I and LCFF, (no additional cost (see goal 3)</p> <p>3. Supplemental materials \$5000 TI, LCFF</p>
<p>GOAL 3</p> <p>Improve student achievement :</p> <p>65% of all students will be proficient or advanced in language arts and 75% of students will be proficient or advanced in mathematics by 2016-17.</p>	2,4,5,7	<p>1. Reading and math Intervention Technology for students</p> <p>2. Increased technology for students and teachers:</p> <p>a. Purchase devices for students and teachers</p> <p>b. Technology training for students and staff</p>	LEA Wide	Biannual Benchmark assessments	<p>1. Implement intervention web-based programs: SIIPS, AtoZ, and Success for All 3I expansion \$3,200 LCFF</p> <p>2. a. Technology purchases \$15,000 LCFF</p>	<p>1. Expand the number of students using intervention programs No additional cost</p> <p>2. a. Technology purchases \$15,000 LCFF</p> <p>b. TOT model No additional cost</p>	<p>1. Maintain the intervention program from 2015-16 No additional cost</p> <p>2. a. Technology purchases \$15,000</p> <p>b. TOT model 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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Current student to device ratio: 32 to 1.		<p>c. Benchmark software purchased</p> <p>3. Employ staff to input/analyze student data</p> <p>4. Mainstream special education population into classrooms with a learning center /inclusion model</p> <p>5. Summer School for AT-Risk population</p> <p>6. Counseling</p> <p>7. Tutoring before/ after school, and during lunch</p> <p>8. GATE</p>			<p>b. TOT model No additional cost</p> <p>c. Software \$16,200 LCFF</p> <p>3. Salaries (.75 FTE) \$36,000 LCFF</p> <p>4. No additional cost</p> <p>5. Summer School Staff: \$10,200 Transportation \$5,000 Title I, Special Education, LCFF, Categorical</p>	<p>c. Software \$16,200 LCFF</p> <p>3. Salaries (.25 FTE) \$36,000 LCFF</p> <p>4. No additional cost</p> <p>5. Summer School Staff: \$10,200 Transportation \$5500 Title I, Special Education, LCFF, Categorical</p> <p>6. .75 FTE Counselor \$55,518 Title I and LCFF</p>	<p>c. Software \$16,200 LCFF</p> <p>3. Salaries (.25 FTE) \$36,000LCFF</p> <p>4. No additional cost</p> <p>5. Summer School Staff: \$10,500 Transportation \$6000 Title I, Special Education, LCFF, Categorical</p> <p>6. .75 FTE Counselor \$55,518 Title I and 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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		9. Resources and training for teachers and support staff			6. .75 FTE Counselor \$55,518 Title I and LCFF 7. Tutoring \$2700 Title I and LCFF 8. n/a 9. Professional development/ coaching and C&I leaders \$95,497 Title I and LCFF	7. Tutoring \$2700 Title I and LCFF 8. n/a 9. Professional development/ coaching and C&I Leaders \$85,497 Title I and LCFF	7. Tutoring \$2700 Title I and LCFF 8. Staff training and implementation \$5000 LCFF 9. Professional development/ coaching and C&I Leaders \$85,497 Title I and LCFF
GOAL 4 Decrease suspension/ expulsion/ alternative to expulsion rates to 5% district wide and 10% for WMS and	4,5,6	1. Develop Community Day School to provide services for extreme behaviors 2. Opportunity class 3. Positive Behavior	LEA Wide	Discipline data Attendance data CalPads SARB	1. .75 Teacher \$55,000 Title I and LCFF 2. Plan for opportunity class	1. .75 Teacher \$55,000 Title I and LCFF 2. Implement opportunity class \$67,000 (.75 FTE) LCFF	1. .75 Teacher \$55,000 Title I and LCFF 2. Implement opportunity class \$67,000 (.75 FTE) LCFF

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
alternative placement 2%.		Intervention System and Character counts Implemented 4. Crisis Prevention Training 5. SARB 6. Saturday/After School class in lieu of suspension			3. PBIS training and rewards system \$5000, Character Counts \$2500 Title I and LCFF 4. CPI training \$3500 LCFF 5. \$10,000 Co-op Probation officer Title I and LCFF 6. \$450 Saturday class Title I and LCFF	3. PBIS training and rewards system \$5000 Character Counts \$2500 Title I and LCFF 4. CPI training \$3500 LCFF 5. \$10,000 Probation officer Title I and LCFF 6. \$450 Saturday class Title I and LCFF	3. PBIS training and rewards system \$5000 and Character counts \$2500 Title I and LCFF 4. CPI training \$3500 LCFF 5. \$10,000 Probation officer 6. \$450 Saturday class Title I and LCFF
GOAL 5	3,4,6	1 Increase Communication through web page, calendar, social media blackboard, etc. 2. Distribute Quarterly infomercials through social media and	LEA Wide	Sign in sheets, Blackboard data, Aeries Parent Portal participants Text 101 data of participants	1. Blackboard Connect \$3400, Aeries Parent Portal \$5500 LCFF 2. Copy and	1. Blackboard Connect \$3400, Aeries Parent Portal \$5500 LCFF 2. Copy and paper \$100	1. Blackboard Connect \$3400, Aeries Parent Portal \$5500 LCFF 2. Copy and paper \$100

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
volunteer sign-in, parent meeting attendance at DAC, SSC, PTC and Boosters in order to accelerate student achievement		<p>newsletters,</p> <p>3. Offer parenting classes, computer lab available to parents and computer classes, family nights for help with understanding curriculum so they can support students at home</p> <p>4. Invite parents to common core trainings in district: once a quarter, staff development on Wednesdays</p>			<p>paper \$100 LCFF and Title I</p> <p>3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, \$400 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare \$1500 Title I, LCFF and grants through the Family Resource Center</p> <p>4. No additional cost</p>	<p>LCFF and Title I</p> <p>3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, \$400 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare \$1500 Title I, LCFF and grants through the Family Resource Center</p> <p>4. No additional cost</p>	<p>LCFF and Title I</p> <p>3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, \$400 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare \$1500 Title I, LCFF and grants through the Family Resource Center</p> <p>4. No additional cost</p>
GOAL 6 Full	2,4,5,7,8	1. Technology devices	LEA Wide	District wide Benchmarks, SBAC	1. Portable technology devices \$10,000	1. Portable technology devices \$5000	1. Portable technology devices \$1000

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
implementation of Common Core for ELA and Math by 2016-17.		<p>2. Technology training</p> <p>3. Time for teachers implementation and collaboration</p> <p>4. Assessments</p> <p>5. Instructional coach</p> <p>6. Intervention outside of school hours</p>		<p>API/AYP CAPA Student access to text books through electronic devices or in hard copy</p>	<p>LCFF and Microsoft vouchers</p> <p>2. Technology staff to train which in turn trains students: no additional cost</p> <p>3. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost</p> <p>4. Benchmark assessments \$5000 LCFF</p> <p>5. Instructional coach (.375 FTE) \$24,000 Title I and Math Grant</p>	<p>LCFF and Microsoft vouchers</p> <p>2. Technology staff to train which in turn trains students: no additional cost</p> <p>3. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost</p> <p>4. Benchmark assessments \$5000 LCFF</p> <p>5. Instructional coach (.375 FTE) \$24,000 Title I and Math Grant</p> <p>6. After School Intervention</p>	<p>LCFF and Microsoft vouchers</p> <p>2. Technology staff to train which in turn trains students: no additional cost</p> <p>3. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost</p> <p>4. Benchmark assessments \$5000 LCFF</p> <p>5. Instructional coach (.375 FTE) \$24,000 Title I and Math Grant</p> <p>6. After School Intervention</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		7. Use State adopted/common core aligned curriculum			6. After School Intervention \$40,500 ASES 8. Create evidenced- based Learning Modules and research math adoptions No additional cost	\$40,500 ASES 8. Create evidenced-based Learning Modules and purchase math adoptions \$40,000 LCFF	\$40,500 ASES 8. Create evidenced-based Learning Modules and research reading adoptions No additional cost
GOAL 7 Give course access to all 7 th and 8 th grade students for courses in Education code: music, Career-technical, foreign language, visual and performing arts	1,2,3	Add elective courses to students that include one or more of the courses required by Ed. Code	Wallace Middle School 7 th and 8 th grade students	Measured by school schedules including subjects taught that include "elective type" courses.	Online program for music, visual arts, and foreign language: \$5000 LCFF and Title I Additional staff \$60,000 LCFF	Online program for music, visual arts, and foreign language: \$5000 LCFF and Title I Maintain staff \$60,000 LCFF	Online program for music, visual arts, and foreign language: \$5000 LCFF and Title I Maintain staff \$60,000 LCFF

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
GOAL 8 Maintain facilities in good repair as measured by FIT	1	1. Kinderarten complex 3.3 year deferred maintenance Plan	Wallace Elementary LEA Wide	Construct Complex	1. Research kindergarten complex financing \$10,000, Develop deferred maintenance plan : LCFF, Bond Measures, and Capital Facilities Funds \$400,000	Follow deferred maintenance plan, develop kindergarten facilities phases of construction and begin phase 1: \$400,000 LCFF, Bond Measures, and Capital Facilities Funds	Follow deferred maintenance plan, develop kindergarten facilities phases of construction and begin phase 1: \$400,000 LCFF, Bond Measures, and Capital Facilities Funds

- 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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1 Increased student engagement and interaction by maintaining staff and reducing class size in grades 4-8.	4,5,6,8,2	Foster Youth/Low Income/ELs/ Redesignated: Receive smaller group settings, small class sizes through: <ol style="list-style-type: none"> 1. Summer School 2. Community Day School 3. Intervention classes – Academic and behavior 	LEA Wide	Annually review student data including grades, benchmark scores, classroom observation, student discipline data and classroom walkthrough data sheets	1. Summer staff \$10,200 plus transportation \$5,000 LCFF and Title I 2. .75 Teacher \$55,000 Title I and LCFF 3. PBIS training and rewards system \$5000 , SSA/character counts \$2500 Title I and LCFF CPI training \$1250 LCFF	1. Summer staff \$10,200 \$5000 transportation LCFF and Title I 2. .75 Teacher \$55,000 Title I and LCFF 3. PBIS training and rewards system \$5000 SSA/Character Counts \$2500 Title I and LCFF	1. Summer staff \$10,200 and \$5000 transportation LCFF and Title I 2. .25 Teacher \$55,000 Title I and LCFF 3. PBIS training and rewards system \$5000 SSA/Character Counts \$2500 Title I and LCFF
GOAL 2 80% of 3 rd	2,4,5,8	Foster Youth/Low Income/ELs/ Redesignated:	LEA Wide	Benchmark, A to Z, RAZ,	1. Pivot training: No additional cost. Minimum / early	1. Pivot training: No additional cost. Minimum / early	1. Pivot training: No additional cost. Minimum / early

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
grade students will be reading and comprehending on grade level by the end of 3 rd grade.		<ol style="list-style-type: none"> 1. Learning center model staff support with paraprofessionals 2. Summer School 3. Counseling for EL, LI Foster Youth 4. CELDT coordinator analyzes data for teaching staff, attends ELD trainings 5. Home instruction for students who request it due to unique circumstances 		STAR, AR, etc/	release day staff development: no additional cost 2. Technology and staff to train staff which in turn trains students and parents: \$8,000 Title I and LCFF 3. After School Intervention – no additional cost	release day staff development: no additional cost 2. Technology and staff to train staff which in turn trains students and parents: \$8,000 Title I and LCFF 3. After School Intervention – no additional cost	release day staff development: no additional cost 2. Technology and staff to train staff which in turn trains students and parents: \$8,000 Title I and LCFF 3. After School Intervention – no additional cost
Goal #3 Improve student achievement : 65% of all students will be	4,5	Foster Youth/Low Income/ELs/ Redesignated: <ol style="list-style-type: none"> 6. Learning center model staff support with paraprofessional 	LE Wide	Decrease in achievement gap with scores closer to the General Ed. population	<ol style="list-style-type: none"> 1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff no additional cost 	<ol style="list-style-type: none"> 1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff no additional cost 	<ol style="list-style-type: none"> 1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff 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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>proficient or advanced in language arts and 75% of students will be proficient or advanced in mathematics by 2016-17.</p> <p>Current student to device ratio: 3 to 1.</p>		<p>7. Summer School</p> <p>8. Counseling for EL, LI Foster Youth</p> <p>9. CELDT coordinator analyzes data for teaching staff, attends ELD trainings</p> <p>10. Home instruction for students who request it due to unique circumstances</p>			<p>3. Counselor: no additional cost</p> <p>4. CELDT coordinator \$2000</p> <p>5. Home Instructor and online course \$78000</p>	<p>3. Counselor: no additional cost</p> <p>4. CELDT coordinator \$2000</p> <p>5. Home Instructor and online course \$78000</p>	<p>3. Counselor: no additional cost</p> <p>4. CELDT coordinator \$2000</p> <p>5. Home Instructor and online course \$73000</p>
<p>GOAL 4</p> <p>Decrease suspension/ expulsion/ alternative to expulsion rates to 5% district wide and 10% for WMS and alternative placement 2%.</p>	3,4,6	<p>Foster Youth/Low Income/ELs/ Redesignated:</p> <p>1. Summer Program</p> <p>2. Community Day School</p> <p>3. Saturday class alternative to suspension</p> <p>4. PBIS incentive awards</p>	LEA Wide	Student Data of attendance, observation and discipline reduction i.e. referrals, suspensions and expulsions	<p>1. Summer Staff No additional cost</p> <p>2. CDS – no additional cost</p> <p>3. Saturday Class – no additional cost</p> <p>4. Incentive –</p>	<p>1. Summer Staff No additional cost</p> <p>2. CDS – no additional cost</p> <p>3. Saturday Class – no additional cost</p> <p>4. Incentive –</p>	<p>1. Summer Staff No additional cost</p> <p>2. CDS – no additional cost</p> <p>3. Saturday Class – no additional cost</p> <p>4. Incentive –</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
					no additional costs	no additional costs	no additional costs
GOAL 5 Increase parent Involvement/ engagement to 50% by 2016-17 as measured by volunteer sign-in, parent meeting attendance at DAC, SSC, PTC and Boosters in order to accelerate student achievement	3,4,6	Foster Youth/Low Income/ELs/ Redesignated: 1. Communication through web page, calendar, social media blackboard, etc. 2. Quarterly infomercials through social media and newsletters, 3. Parenting classes, computer lab available to parents and computer classes, family nights for help with understanding curriculum so they can support students at home. Foster Youth and LI often do not have the opportunity for computer access due to limited internet access	LEA Wide	Sign in sheets, Aeries parent Portal Blackboard data, Text 101 data	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center, refreshments and child care \$1500	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center, refreshments and child care \$1500	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center, refreshments and child care \$1500
GOAL 6 Full implementation	2,3,5,7,8	Foster Youth/Low Income/ELs/ Redesignated:	LEA Wide	District wide Benchmarks, SBAC API/AYP	1. Parent trainings once a quarter, staff development on Wednesdays. No	1. Parent trainings once a quarter, staff development on Wednesdays. No	1. Parent trainings once a quarter, staff development on Wednesdays. No

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
of Common Core for ELA and Math by 2016-17.		<ol style="list-style-type: none"> 1. Professional Development teachers/para/ students and parents 2. Technology devices 3. Technology training 4. Time for teachers implementation and collaboration 5. Assessments 6. Instructional coach 7. Intervention outside of school hours 8. Use State adopted/regulated curriculum 		<p>CAPA Student access to text books through electronic devices or in hard copy</p>	<ol style="list-style-type: none"> additional cost 2. Mobile devices \$10000 LCFF and Microsoft vouchers 3. Technology staff to train which in turn trains students: no additional cost 4. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost 5. Benchmark assessments \$5000 LCFF 6. Instructional coach \$24,000 Title I and Math Grant 7. After School Intervention \$40,500 ASES 8. Write Evidenced Based Learning Modules and research math adoptions \$0 	<ol style="list-style-type: none"> additional cost 2. Mobile devices \$10000 LCFF and Microsoft vouchers 3. Technology staff to train which in turn trains students: no additional cost 4. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost 5. Benchmark assessments \$5000 LCFF 6. Instructional coach \$24,000 Title I and Math Grant 7. After School Intervention \$40,500 ASES 8. Write Evidenced Based Learning Modules and research math adoptions \$0 	<ol style="list-style-type: none"> additional cost 2. Mobile devices \$10000 LCFF and Microsoft vouchers 3. Technology staff to train which in turn trains students: no additional cost 4. Minimum and Early Release days once a week, prep time embedded in the schedule. No additional cost 5. Benchmark assessments \$5000 LCFF 6. Instructional coach \$24,000 Title I and Math Grant 7. After School Intervention \$40,500 ASES 8. Write Evidenced Based Learning Modules and research math adoptions \$0

- 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.)

Kernville Union School District's increase in funds from LCFF based on supplemental and concentration grants: \$241,507

The district is expending its LCFF supplemental and concentration grant funds as determined by this district's goals outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.

District wide and School wide Justifications: 74% of the Kernville Union School District's pupils are identified as either low income, English learner or foster youth and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance intervention services to these students in all of the district's schools.

All schools in the Kernville Union School District have at least a 35% enrollment of either low income, English learner or foster youth. Therefore the district determined that the most effective use of the supplemental and concentration grants would be to provide intervention services to these students on a school wide basis. This will allow more flexible program scheduling, more effective use of staffing and instructional 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.

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Kernville Union School District will increase or improve services is 15.04 %.
2. Service for low income, foster youth and English learners will be increased/improved as identified in Section 3B of this Local Control Accountability Plan and include:

Improved Services:

- Facilities
- Classroom instruction through more professional development for all staff/parents
- Parent involvement services/opportunities/volunteers
- Purchase of Instructional materials

Increased Services:

- Technology
- Staffing- Counselor, EL Coordinator, Teachers for class size reduction and electives
- Counseling
- Added Special Ed teacher

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.