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

Introduction:

LEA: South Fork Union School District   Contact (Name, Title, Email, Phone Number): Robin Shive, Superintendent, roshive@southforkschool.org, (760)378-4000 ext. 8   **LCAP Year: 2014-15**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1. Held a public meeting October 23, 2014 in the school gymnasium where we explained Common Core.	1. Inform the public about the changes and we want the public to be a part of the changes. Reviewed LCFF and LCAP to recruit and invite stakeholder groups
2. Each Board Meeting we have included information about the LCFF/LCAP and Common Core	2. Be transparent in the budget changes including the state revenue and the LCAP expenditure plan
3. District Advisory Committee October 21 Messaged common core, LCFF investment, reviewed 8 state categories, community input with gallery walk.	3. Invited public to be a part of the writing of the LCAP along with input of what stake holders would like schools to implement and delete to make a stronger academic program for the students. This began the building of the needs for the LCAP
4. Nov. 12 Board Meeting – the board voted on top 4 district goals of 8 state categories	4. The Top 4 goals became the focus for the first year and our "power priorities" in writing the LCAP.
5. Nov. 21 reviewed budget narrowed to top 4 district goals	5. The LCFF was reviewed to help make decisions on programs that would be best practices and evidenced based along with prioritizing expenditures
6. Jan. 13, 2014 Focused on 4 priorities and showed strategies of implementation.	6. The DAC meeting focused on the top 4 priorities and sought out input of stake holders
7. Feb. 4, 2014 sent out parent, staff, student surveys	7. Sent out surveys to get more input for the LCAP
8. Invite parents to a "fill Out the Survey" meeting	8. Asked parents to meet to help understand the questions and reasons behind the questions of the survey.
9. Meet in March with DAC	9. DAC members reviewed each survey and found the strengths and weaknesses from the survey results. Those compared to the LCAP. Some things were added, but most items were already a part of the LCAP
10. April 8- rough draft LCAP at Board Meeting	10. The board members reviewed the rough draft and had input. All board members agreed with the

Involvement Process	Impact on LCAP
11. May DAC finalize LCAP 12. June Board meeting approve LCAP	recommendation of the DAC. May 5, 2014 DAC will review the final draft to prepare the LCAP and LCFF for public hearing at the June board meeting

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, 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: ELA A P B BB FBB 2nd 3 21 24 14 38 3rd 6 11 39 44 0 4th 26 26 37 9 3 5th 22 33 33 11 0 6th 12 36 36 16 0 7th 9 26 35 22 9 8th 18 27 45 9 0 MATH A P B BB FBB 2nd 3 14 34 31 17 3rd 11 22 33 33 0 4th 29 29 26 17 0 5th 4 30 37 30 0 6th 4 16 44 28 8 7th 9 27 27 32 5 8th 8 25 29 18 18 11 API: SFES- 765 SFMS-745	**GOAL 1** Increased student engagement and interaction by maintaining class size of 25 to 1.	All students in LEA	All	Review Class numbers Classroom observations and classroom walkthrough Number of devices Class schedules	Maintain current class size average 25 to 1 2.Provide intervention and 3.Provide Technology/training for students and teachers 4.Increase instructional	Maintain current class size average 25 to 1 2.Provide intervention and 3.Provide Technology / training for students and teachers 4.Increase instructional minutes as in	Maintain current class size average 25 to 1. 2.Provide intervention 3.Provide training and Technology for students and teachers 4.Increase instructional minutes as in	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	
				Graphs and other charts of data with interpretation	minutes as in 2007

5. Employ staff to analyze data | 2007

5. Employ staff to analyze data | 2007

5. Employ staff to analyze data | |
| Fluency rate of 45% in 3rd grade as measured by fluency tests, and a comprehension rate of 45%. | **GOAL 2**

80% of 3rd grade students will be reading and comprehending on grade level by the end of 3rd grade. | All students in LEA, all subgroups | All | Dibel, ESGI, STAR and similar programs | 60% of all 3rd grade students will be fluent in word attack skills and reading comprehension | 70% of all 3rd grade students will be fluent in word attack skills and reading comprehension | 80% of all 3rd 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	
21.4% of all students were proficient in ELA, and 17.9% in math on the 2013 CSTs.

16.5% of SED students were proficient in ELA, and 16.7% in math on the 2013 CSTs. | **GOAL 3**

Improve student achievement Improve Student Achievement and decrease the achievement gap between general population and SED sub group.

45% of students will be proficient or advanced in Language Arts | All students in LEA | All | Dibels, tri-yearly Benchmark assessments, i.e. AIMS web page, ESGI , SBAC | 25% of all students will be proficient or advanced on ELA and math Local assessments.

20% of SED sub group will be proficient or advanced | 35% of students will be proficient or advanced in ELA and Math.

30% of SED sub group will be proficient or advance | 45% of students will be proficient or advanced in ELA and math

40% of SED sub group will be proficient or advance | 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 CAASP	40% of SED sub group will be proficient or advanced in Language Arts							
Current rates: Suspension/ Expulsion district: 12% SFMS: 20% Alt. Placement:	**GOAL 4** Decrease suspension/ expulsion/alternative to expulsion rate to 5% district wide and 10% for SFMS	All students in LEA	All	Review of number of suspension, expulsions and alternative to expulsion	Decrease suspensions/ expulsions/ alternative to expulsions by 3% district wide and .5% SFMS	Decrease suspensions/ expulsions/ alternative to expulsions by 3% district wide and 2.5% SFMS	Decrease suspensions/ expulsions/ alternative to expulsions by 3% district wide and 2% SFMS	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	
3.5%								
Current rate of parent involvement:

Approximately 30% parent engagement as measured by volunteer sign-in, parent meeting attendance at DAC, SSC, PTC and | **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 | All students in LEA | 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 | Parent engagement will increase to 35%. | Parent engagement will increase to 40%. | Parent engagement will increase to 50%. | 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	
Boosters				night open house				
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 students in LEA	All	Measured by documentation of artifacts, lesson plans, tri-annual benchmark results, and APS criteria	Teachers at partial stage as measured by APS criteria.	Teachers at substantial stage of implementation as measured by APS criteria	Full implementation of Common Core for ELA and Math as measured by APS criteria	1,2,7,8
7th and 8th grade students are not receiving courses in	**GOAL 7** Give course access to all 7th and 8th grade students for	All 7th and 8th grade students in LEA	All	Measured by school schedules including	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	70% of 7-8 grade students will have access to one or more of the	4,5,6,7,8

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	
career tech., music, foreign language, visual and performing arts as required by Ed. Code	courses in Education code: music, Career-technical, foreign language, visual and performing arts			subjects taught that include "elective type" courses		required courses	required courses	
Safety improvements of facilities as determined by FIT reports and surveys.	**GOAL 8** Keep facilities in good repair as measured by FIT	All students in LEA	All	Measured by evidence and use of Public Announcement and Bell system	Installation of public announcement system and bell system at Elementary school Develop deferred maintenance plan	Follow deferred maintenance plan	Follow deferred maintenance plan	1

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 1 Increased student engagement and interaction by maintaining class size of 25to 1.	#4,#8.#5,#6, #2	1. Decrease class sizes Reading and Math 2.Provide intervention and 3.Technology for students and teachers	LEA wide	Biannual Benchmark assessments	1.Employ staff to 25 to 1$75,000 LCAP concentration/supplemental 2. Implement i.e.SIIPS, AtoZ, and Success for All 3I expansion, 3. Increase student to device ratio, technology training for students and staff. Program that authors benchmarks assessments i.e.Amplify, dibels, STAR, 4Sight	1.Employ staff to 25:1 $75,000 LCAP concentration/supplemental 2.Expand i.e.SIIPS, AtoZ, and Success for All. 3I expansion, 3. Increase student to device ratio, technology training for students and staff. Program that authors benchmarks assessments	1.Employ staff to 25 to 1 2. Implement i.e.SIIPS, AtoZ, and Success for All, 3I expansion 3. Program that authors benchmark assessments i.e. amplify, Dibels, STAR, 4 Sight

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4.Increase instructional minutes as in 2007

5. Employ staff to analyze data | | | 4. Employ staff to increase instructional minutes as in 2007. No additional cost

5. Employ staff to analyze data $15,000 | i.e.Amplify, dibels

4. Employ staff to increase instructional minutes as in 2007. No additional cost

5. Employ staff to analyze data $15,000 | 4. Employ staff to increase instructional minutes as in 2007. No additional cost

5. Employ staff to analyze data. $15,000 |
| **GOAL 2**

80% of 3rd grade students will be reading and comprehending on grade level by the end of 3rd grade. | 2,4,5,8 | 1.Provide time to identify benchmarks , revise as needed, align instruction with pacing calendar adopted with identified essential standards, reading fluency and | LEA Wide | Biannual Benchmark assessments ,i.e. STAR, AR etc. | 1. Professional Development minimum day additional cost $1500 **Title I , LCFF, ASES** | 1. Professional Development minimum day additional cost $1500 **Title I , LCFF, ASES** | 1. Professional Development minimum day additional cost $1500 Title I , LCFF, ASES |

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		comprehensio n 2. Provide intervention for all grades, with target area of K-3 3. Purchase supplemental materials and programs			2. STAR, Accelerated Reader, etc.: **Title I and LCFF**,no additional cost 3. Supplemental materials $3500	2. STAR, Accelerated Reader, etc.: **Title I and LCFF**,no additional cost 3. Supplemental materials $3500	2. STAR, Accelerated Reader, etc.: Title I and LCFF,no additional cost 3. Supplemental materials $3500
GOAL 3 Improve Student Achieveme nt and decrease the achievemen t gap between general population and SED sub group. 45% of students	2,4,5,7	(See above) 1.Mainstream special education population into classrooms with a learning center /inclusion model 2.Offer Summer School for AT-Risk	LEA wide	Biannual Benchmark assessments subgroups	1. Special Education Staff 2. Summer School Staff: $4000 **Title I, Special Education, LCFF,**	1. Special Education Staff 2. Summer School Staff: $4000 **Title I, Special Education,**	 2. Summer School Staff: $4000 **Title I, Special**

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
will be proficient or advanced in Language Arts 40% of SED sub group will be proficient or advanced in Language Arts		population 3.Counseling 4. Offer tutoring before, after and during lunch 5. GATE 6. Provide resources and training for teachers and support staff			**Categorical** 3. .25 FTE Counselor $25,000 **Title I and LCFF** 4. Tutoring $1500 **Title I and LCFF** **5.** Coordinator and project $2000 **LCFF** 6. Professional development/ coaching and C&I leaders $25,000 **Title I and LCFF**	**LCFF, Categorical** 3. .25 FTE Counselor $25,000 **Title I and LCFF** 4. Tutoring $1500 **Title I and LCFF** **5.** Coordinator and project $2000 **LCFF** 6. Professional development/ coaching and C&I Leaders $25,000 **Title I and LCFF**	**Education, LCFF, Categorical** 3. .25 FTE Counselor $25,000 **Title I and LCFF** 4. Tutoring $1500 **Title I and LCFF** **5.** Coordinator and project $2000 **LCFF** 6. Professional development/ coaching and C&I leaders $25,000 **Title I and LCFF**
GOAL 4 Decrease suspension/ expulsion/	4,5,6	1.Develop Community Day School to provide services for	LEA wide	Discipline data Attendance data CalPads	1. .25 Teacher $26,000 Title I and LCFF	1. .25 Teacher $26,000 Title I and LCFF	1. .25 Teacher $26,000 Title I and 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
alternative to expulsion rates to 5% district wide and 10% for SFMS.		extreme behaviors

2. Develop Opportunity class

3.Develop Positive Behavior Intervention System Implemented

4. Provide Crisis Prevention Training

5. Implement SARB

6.Begin Saturday/After School class in lieu of suspension | | SARB | 3. PBIS training and rewards system $1200 Title I and LCFF

4. CPI training $1250 LCFF
5. $3000 Probation officer Title I and LCFF

6. $250 Saturday class Title I and LCFF | 3. PBIS training and rewards system $1200 Title I and LCFF

4. CPI training $1250 LCFF

5. $3000 Proba tion officer Title I and LCFF

6. $250 Saturday class Title I and LCFF | 3. PBIS training and rewards system $1200 Title I and LCFF

4. CPI training $1250 LCFF
5. $3000 Probation officer

6. $250 Saturday class Title I and 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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	1. Increase communication through web page, calendar, social media blackboard, etc. 2. Provide quarterly infomercials through social media and newsletters. 3. Provide parenting classes, computer lab available to parents and computer classes, family nights for help with understanding curriculum so they can	LEA wide	Sign in sheets, Blackboard data, Text 101 data of participants	1. Blackboard Connect $1500 LCFF 2. Copy and paper $100 LCFF and Title I 3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, $100 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare $500 Title I , CFF	1. Blackboard Connect $1500 LCFF 2. Copy and paper $100 LCFF and Title I 3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, $100 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare $500 Title I , CFF	1. Blackboard Connect $1500 LCFF 2. Copy and paper $100 LCFF and Title I 3. Parent project/Nurturing Parents Classes through KUSD family Resource Center, $100 per 6 week course, Family Nights and community meetings serve refreshments and offer childcare $500 Title 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		support students at home.			and grants through the Family Resource Center	and grants through the Family Resource Center	CFF and grants through the Family Resource Center
GOAL 6 Full implementation of Common Core for ELA and Math by 2016-17.	2,4,5,7,8	1.Provide Professional Development teachers/para/ students and parents 2. Purchase technology devices Teachers 1:1, Students 3:1 3. Provide technology training 4. Provide time for teachers implementation and collaboration	LEA Wide	District wide Benchmarks, SBAC API/AYP CAPA Student access to text books through electronic devices or in hard copy	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices $5000 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, work lost minutes back	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices $5000 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, work lost minutes back	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices $5000 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, work

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					into the schedule with a P.E. Science teacher $70,000 LCFF	into the schedule with a P.E. Science teacher $70,000 LCFF	lost minutes back into the schedule with a P.E. Science teacher $70,000 LCFF
		5. Purchase Assessments			5. Benchmark assessments $500 LCFF	5. Benchmark assessments $500 LCFF	5. Benchmark assessments $500 LCFF
		6. Provide instructional coach			6. Instructional coach $8,000 Title I and Math Grant	6. Instructional coach $8,000 Title I and Math Grant	6. Instructional coach $8,000 Title I and Math Grant
		7. Provide Intervention outside of school hours			7. After School Intervention $10,000 ASES	7. After School Intervention $10,000 ASES	7. After School Intervention $10,000 ASES
		8. Use State adopted/regulated curriculum			8. Write Evidenced Based Learning Modules and research math adoptions $0	8. Write Evidenced Based Learning Modules and research math adoptions $40,000 LCFF	8. Write Evidenced Based Learning Modules and research reading adoptions $0
GOAL 7 Give course access to all 7th and 8th	1, 2, 3	Add elective courses to students that include one or more of the	South Fork Middle School 7th and 8th grade students.	Measured by school schedules including subjects	Staff and materials to teach elective courses. No additional cost	Staff and materials to teach elective courses. No additional cost	Staff and materials to teach elective courses. 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
grade students for courses in Education code: music, Career-technical, foreign language, visual and performing arts		courses required by Ed. Code.		taught that include "elective type" courses			
GOAL 8 Keep facilities in good repair as measured by FIT	1	1.Add Public Announcement System to elementary school 2.Add Bell System at elementary school 3.3-year deferred maintenance Plan	1. South Fork Elementary 2/3. LEA wide	Installation of system	1. $18,000 LCFF 2. $5000 LCFF 3. $15,000 LCFF	3. $20,000 LCFF	3. $25,000 LCFF

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 1 Increased student engagement and interaction by maintaining class size of 25to 1.	#4,#8.#5,#6, #2	Foster Youth and Low Income will receive smaller group settings, small class sizes through: 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 $3000 **LCFF and Title I** 2. .25 Teacher $26,000 **Title I and LCFF** 3. PBIS training and rewards system $1200 **Title I and LCFF**	1. Summer staff $3000 **LCFF and Title I** 2. .25 Teacher $26,000 **Title I and LCFF** 3. PBIS training and rewards system $1200 **Title I and LCFF**	1. Summer staff $3000 LCFF and Title I 2. .25 Teacher $26,000 Title I and LCFF 3. PBIS training and rewards system $1200 Title I and 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
					CPI training $1250 LCFF		
80% of 3rd grade students will be reading and comprehending on grade level by the end of 3rd grade.	#2,#4, #5,#8	1. Professional development through Pivot and Karen Word in working with students with low vocabulary due to LI and EL, Foster Youth 2.Technology available for students, parents, guardians 3. Intervention on after school tutoring beyond schools hours	LEA Wide	Benchmark, A to Z, RAZ, STAR, AR, etc/	1. Pivot training: No additional cost. Minimum / early 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	1. Pivot training: No additional cost. Minimum / early 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	1. Pivot training: No additional cost. Minimum / early 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

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
					cost	cost	cost
GOAL 3 Improve Student Achievement and decrease the achievement gap between general population and SED sub group. 45% of students will be proficient or advanced in Language Arts 40% of SED sub group will be proficient or advanced in Language Arts	4,5	See above 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	LEA Wide	Decrease in achievement gap with scores closer to the General Ed. population	1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff no additional cost 3. Counselor: no additional cost 4. CELDT coordinator $2000 5. Home Instructor and online course $3000	1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff no additional cost 3. Counselor: no additional cost 4. CELDT coordinator $2000 5. Home Instructor and online course $3000	1. Special Education staff: Special Education, categorical from state and federal grants 2. Summer staff no additional cost 3. Counselor: no additional cost 4. CELDT coordinator $2000 5. Home Instructor and online course $3000

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
		circumstances					
GOAL 4 Decrease current suspension/ Alternative to expulsion / Expulsion Current : District wide 12%, SFMS, 20% , 3.5% Alternative Placement	3,4,6	1.Summer Program 2.Community Day School 3. Saturday class alternative to suspension 4. PBIS incentive awards	LEA Wide	Student Data of attendance, observation and discipline reduction i.e. referrals, suspensions and expulsions	1.Summer school–no additional cost 2. CDS – no additional cost 3.Saturday class–no additional cost 4. Incentive – no additional cost	1.Summer school–no additional cost 2. CDS – no additional cost 3.Saturday class–no additional cost 4.Incentive – no additional cost	1.Summer school–no additional cost 2. CDS – no additional cost 3.Saturday class–no additional cost 4.Incentive – no additional cost
GOAL 5 Increase parent Involvement/ Engagement to 50% by 2016-17 as measured by volunteer sign-in, parent meeting	3,4,6	1. Communication through web page, calendar, social media blackboard, etc. 2. Quarterly infomercials through social media and newsletters,	LEA Wide	Sign in sheets, Blackboard data, Text 101 data	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center,	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center,	1. no additional cost 2. No additional cost 3. Staff - technological and Family Resource Center,

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
attendance at DAC, SSC, PTC and Boosters, in order to accelerate student achievement .		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			refreshments and child care $1500	refreshments and child care $1500	refreshments and child care $1500
GOAL 6 Full implementation of Common Core for ELA and Math	2,4,5,7,8	1. Professional Development teachers/para/ students and parents 2. Technology devices	LEA Wide	District wide Benchmarks, SBAC API/AYP CAPA Student access to text books through electronic	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices	1. Parent trainings once a quarter, staff development on Wednesdays. No additional cost 2. Mobile devices

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
		3. Technology training

4. Time for teachers implementation and collaboration

5. Assessments | | devices or in hard copy | $5000 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, work lost minutes back into the schedule with a P.E. Science teacher $70,000 LCFF
5. Benchmark assessments | $5000 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, work lost minutes back into the schedule with a P.E. Science teacher $70,000 LCFF
5. Benchmark assessments | $5000 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, work lost minutes back into the schedule with a P.E. Science teacher $70,000 LCFF
5. Benchmark assessments |

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
		6. Instructional coach 7. Intervention outside of school hours 8. Use State adopted/regulated curriculum			$500 LCFF 6.Instructional coach $8,000 Title I and Math Grant 7. After School Intervention $10,000 ASES 8. Write Evidenced Based Learning Modules and research math adoptions $0	$500 LCFF 6.Instructional coach $8,000 Title I and Math Grant 7. After School Intervention $10,000 ASES 8. Write Evidenced Based Learning Modules and research math adoptions $0	$500 LCFF 6.Instructional coach $8,000 Title I and Math Grant 7. After School Intervention $10,000 ASES 8. Write Evidenced Based Learning Modules and research math adoptions $0
GOAL 7 Give course access to all 7th and 8th grade students for courses in Education code: music, Career-	#1,#2,#3	Add elective courses to students that include one or more of the courses required by ed. Code Electives Music / Art teacher to relieve	LEA Wide	Measured by schedules and number of students taking the courses that are Foster youth, EL and LI	Staff and materials to teach elective courses. No additional cost	Staff and materials to teach elective courses. No additional cost	Staff and materials to teach elective courses. 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
technical, foreign language, visual and performing arts		teachers for all students, not just students who are achieving. Computer time for families after school hours					
GOAL 8 Basic Services given to all students including facilities,	1	1.Add Public Announcement System to elementary school 2.Bell System at elementary school 3.3-year deferred maintenance Plan	1. South Fork Elementary 2/3.LEA Wide	Installation of system	1. $18,000 LCFF 2. $5000 LCFF 3. $15,000 LCFF	3. $20,000 LCFF	3. $25,000 LCFF

B. 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.)

South Fork Union School District's increase in funds from LCFF based on supplemental and concentration grants: $ 104,310

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 3 B.

District wide and school wide justifications: 75% of the South Fork 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 South Fork Union School District have at least a 74% enrollment of either low inc0me 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 service to these students on a school wide basis. This will allow more flexible program; scheduling, more effective use of staffing and instructional materials

C. 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 South Fork Union School District will increase or improve services is   13.66 %.

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

Services Added:

Improved Services – instructional materials purchases, instructional minutes added 45 minutes per day for 4th -8th, outside of school intervention, and professional development

Increased Services- Additional staffing includes Counselor, GATE teacher, EL Coordinator, increased outreach to parents, elective courses, and extended library/computer access.

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.