

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

Introduction:

LEA: Santa Clara Elementary School District **Contact:** Kari Skidmore, Superintendent, kskidmore@scesd.k12.ca.us, 805-525-4573 **LCAP Year:**2014-2015

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful and accepting atmosphere where every student can learn. Established in 1896, we have been serving the families of Santa Paula for over 120 years.

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
12/18/13: The public Board meeting contained an agenda item report from the Santa Clara Chief Business Officer on the LCFF/LCAP. The CBO reported to the Board on current information regarding the LCFF/LCAP requirements. The item was opened up for discussion. The CBO and the Teacher/Principal answered questions.	
1/15/14: The public Board meeting contained an agenda item report from the Santa Clara Chief Business Officer on the LCFF/LCAP. The CBO reported to the Board on current information regarding the LCFF/LCAP requirements. The item was opened up for discussion. The CBO and the Teacher/Principal answered questions.	
2/19/14: The public Board meeting contained an agenda item report from the Santa Clara Chief Business Officer on the LCFF/LCAP. The CBO reported to the Board on current information regarding the LCFF/LCAP requirements. The item was opened up for discussion. The CBO and the Teacher/Principal answered questions.	
2/18/14: The staff meeting topic was LCFF/LCAP overview. Teachers were given general information about the LCFF/LCAP. The input provided by the teachers was the continued need for extra support for students in need of intervention and enrichment.	The LCAP provides extra support for students in need of intervention and enrichment. Actions and services to provide English learners with additional/support in developing English vocabulary is included. Superintendent wrote a thank you letter to staff for

Involvement Process	Impact on LCAP
Concern was noted that English Learners may need additional support/time in developing English vocabulary.	their LCAP input.
3/17/14: An information meeting on LCFF/LCAP was held at the School Site Council meeting for all interested parents, staff and community members. The CBO attended and provide the group with a powerpoint and guidelines. The meeting was advertised on the school calendar, on posted agenda and by e-mail. Members noted that they would like to provide extra time/support for students who need intervention/enrichment.	The LCAP provides extra support/time for students in need of intervention and enrichment. Some actions include adding certificated/classified staff to provide services and purchasing materials to assist in intervention. The LCAP addresses professional development.
4/14/14: An input meeting for the LCAP/8 State Priorities was held. All families were invited to attend. The meeting was advertised on the school calendar, on posted agenda and by e-mail.	No new additions required.
4/15/14: A stakeholder meeting representing foster youth was held at the Ventura County Office of Education. Students in foster care and their advocates spoke about their needs, especially in the school setting. They requested schools be alert to their needs and to make sure that they receive an education that prepares them to be successful adults. Their biggest concern is that many schools do not have a liaison who specifically works with Foster Youth, which makes transitioning from school to school difficult. Since school provides stability, they feel it's best not to move around.	The LCAP addresses Foster Youth needs by adding services for academic and social-emotional needs. It contains actions to facilitate smooth transitions.
5/21/14: Public Hearing on LCAP at Public Board meeting.	No new additions required.
6/18/14: Approval of LCAP at Public Board meeting.	No new additions required.

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>Needs: Overall improvement of student achievement</p> <p>Metrics: 1. Performance on standardized tests 2. Performance on district tests 3. Academic Performance Index (N/A) 4. Rate teachers are assigned and credentialed appropriately for students 5. Maintain facilities in good repair 6. Student access to standards-aligned instructional materials</p>	Goal 1: Increase student achievement	All students, including English Learners, Students with Disabilities, Low Income, Foster, Hispanic	Santa Clara Elementary: One school district: District -wide		1. 80% of students will score proficient or above on standardized assessments 2. 80% of students will score proficient or above on district assessments 3. API (N/A) 4. Maintain 100% fully credentialed teachers 5. Maintain FIT score of Good 6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common	1. 85% of students will score proficient or above on standardized assessments. 2. 85% of students will score proficient or above on district assessments. 3. API (N/A) 4. Maintain 100% fully credentialed teachers 5. Maintain FIT score of Good 6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)	1. 90% of students will score proficient or above on standardized assessments. 2. 90% of students will score proficient or above on district assessments. 3. API (N/A) 4. Maintain 100% fully credentialed teachers 5. Maintain FIT score of Good 6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)	1,2,7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes: Student Achievement, Other Outcomes)

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>7. Degree of implementation of common core standards</p> <p>8. Student access and enrollment in all required areas of study</p> <p>9. Percent of English Learners Classified to Fluent English Proficient</p> <p>10. Percent of English Learners that become English proficient (AMAO 2 on CELDT)</p>				<p>core instruction)</p> <p>7. 100% of teachers will align at least 50% of their instruction to the common core standards</p> <p>8. Maintain 100% student access and enrollment in all required areas of study</p> <p>9. 25% of English Learners will be reclassified to Fluent English Proficient</p> <p>10. 80% of English Learners will become English proficient</p>	<p>7. 100% of teachers will align at least 75% of their instruction to the common core standards</p> <p>8. Maintain 100% student access and enrollment in all required areas of study</p> <p>9. 40% of English Learners will be reclassified to Fluent English Proficient</p> <p>10. 85% of English Learners will become English proficient</p>	<p>7. 100% of teachers will align 100% instruction to the common core standards</p> <p>8. Maintain 100% student access and enrollment in all required areas of study</p> <p>9. 50% of English Learners will be reclassified to Fluent English Proficient</p> <p>10. 90% of English Learners will become English proficient</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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>Needs: Overall improvement of student engagement and attitude toward learning</p> <p>Metrics: 1.Attendance rates 2.Suspension/Expulsion/Drop Out rates 3.Student survey results 4. Chronic absenteeism</p>	Goal 2: Increase student engagement	All students	Santa Clara Elementary		<p>1. Attendance rates: Maintain 98%</p> <p>2. Suspension/Expulsion/Drop Out rates: Maintain 0%</p> <p>3. 75% of students surveyed will indicate positive attitudes toward school</p> <p>4. Maintain chronic absenteeism at 0%</p>	<p>1. Attendance rates: Maintain 98%</p> <p>2. Suspension/Expulsion rates: Maintain 0%</p> <p>3. 80% of students surveyed will indicate positive attitudes toward school</p> <p>4. Maintain chronic absenteeism at 0%</p>	<p>1. Attendance rates: Maintain 98%</p> <p>2. Suspension/Expulsion rates: Maintain 0%</p> <p>3. 85% of students surveyed will indicate positive attitudes toward school</p> <p>4. Maintain chronic absenteeism at 0%</p>	5,6 (Student Engagement, School Climate)
<p>Needs: Overall improvement of parent engagement and participation</p> <p>Metrics: 1.Parent Participation rates at school</p>	Goal 3: Increase parent engagement and participation	All students	Santa Clara Elementary		<p>1. 50% parent participation in school sponsored events</p>	<p>1. 75% parent participation in school sponsored events</p>	<p>1. 80% parent participation in school sponsored events</p>	3 (Parent Engagement)

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
sponsored events 2.Parent Participation rates in parent survey					2. 50% return of parent surveys	2. 75% return of parent surveys	2. 80% return of parent surveys	

- * *The following metrics do not apply to our K-8 district: Students who are college and career ready, Advanced Placement exams, EAP exams, high school dropout rates, and high school graduation rates.*
- * *API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth in 2014-15, 2015-16, and 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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 1: Increase student achievement	1,2,7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes: Student Achievement, Other Outcomes)	1.1 Pilot/Adopt and purchase common core aligned textbooks.	Santa Clara Elementary: One school district: District -wide		1.1 Common Core Math Textbooks, Grades K-6 Unrestricted : (\$10,000)	1.1 Common Core Language Arts Textbooks, Grades K-6 Unrestricted : (\$10,000)	1.1 Common Core Science Textbooks Unrestricted : (\$10,000)
		1.2 Purchase common core aligned supplementary materials to support common core instruction			1.2 Subscriptions to Weekly Readers in Social Studies or Science Restricted State : (\$500)	1.2 Subscriptions to Weekly Readers in Social Studies or Science Restricted State : (\$500)	1.2 Subscriptions to Weekly Readers in Social Studies or Science Restricted State : (\$500)
		1.3 Provide Professional Development: common core, technology, best instructional practices			1.3 Staff Development Unrestricted : (\$3,000)	1.3 Staff Development Unrestricted : (\$3,000)	1.3 Staff Development Unrestricted : (\$3,000)
Goal 2: Increase student engagement	5,6 (Student Engagement, School Climate)	2.1 Involve students in community service projects	Santa Clara Elementary		2.1 Organize 1 year-long service projects Unrestricted : (\$1,000)	2.1 Organize 1 year-long service projects Unrestricted : (\$1,000)	2.1 Organize 1 year-long service projects Unrestricted : (\$1,000)
		2.2 Involve students in school field trips and assemblies based on the Science and Social Science Standards			2.2 School Field Trip/Assembly Fees Unrestricted : (\$3,000)	2.2 School Field Trip/Assembly Fees Unrestricted : (\$3,000)	2.1 School Field Trip/Assembly Fees Unrestricted : (\$3,000)
Goal 3: Increase parent engagement and participation	3 (Parent Engagement)	3.1 Family Events scheduled to build school community	Santa Clara Elementary		3.1 Hold 4 Family Events: (\$0)	3.1 Hold 4 Family Events: (\$0)	3.1 Hold 4 Family Events: (\$0)
		3.2 Parent Survey			3.2 Parent Survey: (\$0)	3.2 Parent Survey: (\$0)	3.2 Parent Survey: (\$0)

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)	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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 1: Increase student achievement	1,2,7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes: Student Achievement, Other Outcomes)	Provide additional intervention/acceleration for low income pupils <hr/> Provide additional intervention/acceleration for English Learners <hr/> Provide additional intervention/acceleration for Foster Youth <hr/> Provide additional intervention/acceleration for Re-designated Fluent English Proficient Pupils	Santa Clara Elementary: One school district: District -wide		2 Part-Time Instructional aides and 1 Part-Time Certificated Instructional Tutor Unrestricted Certificated/Classified Salaries and Benefits : (\$36,000) Purchase intervention/acceleration materials: (\$1,000)	2 Part-Time Instructional aides and 1 Part-Time Certificated Instructional Tutor Unrestricted : (\$36,000) Purchase intervention/acceleration materials: (\$1,000)	2 Part-Time Instructional aides and 1 Part-Time Certificated Instructional Tutor Unrestricted : (\$36,000) Purchase intervention/acceleration materials: (\$1,000)
Goal 2: Increase student engagement	5,6 (Student Engagement, School Climate)	Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition for Foster Youth	Santa Clara Elementary		Designate appropriated personnel to act as a liaison: (\$0)	Designate appropriated personnel to act as a liaison. : (\$0)	Designate appropriated personnel to act as a liaison. : (\$0)

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 3: Increase parent engagement and participation	3 (Parent Engagement)	<p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents for parents of low income pupils</p> <hr/> <p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents for parents of English Learners</p> <hr/> <p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents for parents of Foster Youth</p> <hr/> <p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents for parents of Redesignated Fluent English Proficient pupils</p>	Santa Clara Elementary		Provide access during and after school hours: (\$0)	Provide access during and after school hours: (\$0)	Provide access during and after school hours: (\$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.)

Santa Clara has 10% unduplicated pupils in the LCFF subgroups. In the school year 2014/15, the Supplemental/concentration funding will be about \$17,027. The funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Funds are to assist in the purchase of intervention/acceleration materials and services and to pay for services to promote student and parent engagement. The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

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.

Students in the subgroups will increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents access to technology. By improving student and parent engagement in school community, students and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for students within the subgroups will be increased or improved by about 4.20%, compared to all students. The expenditures for the subgroups meet or exceed the 4.20% threshold.

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.