

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

**Introduction:**

LEA: El Tejon Unified

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LCAP Year: 1

***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?

## Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p><b>March/Beginning of April</b></p> <ol style="list-style-type: none"> <li>1. Send out surveys by site to all parents. March 3, 2014</li> <li>2. Complete student surveys 4-12 grades. April 7, 2014</li> <li>3. Send out surveys to all staff (certificated and classified) March 10, 2014</li> <li>4. Complete needs assessment at each school site (Title 3) April 7, 2014</li> <li>5. Hold parent meetings at each school site. Frazier Mountain High: February 26, 2014 Frazier Park Elementary: March 5, 2014 El Tejon Elementary: March 13, 2014 During meeting: Sharing survey data, State priorities, Testing/Educational/Curriculum Data</li> </ol> <p><b>April/May</b></p> <ol style="list-style-type: none"> <li>6. Discuss findings of surveys with School Site Councils and other representative parents of pupils identified in Ed Code and to gain input. April 21 – 30, 2014</li> <li>7. Revise draft of LCAP May 1, 2014</li> <li>8. Met with Chuck Mullen to provide and go over LCAP plan. May 27, 2014</li> <li>9. Met with Mullen to review teacher input. May 29, 2014</li> </ol> <p><b>June</b></p> <ol style="list-style-type: none"> <li>10. Met with CTA to review teacher input. June 6, 2014</li> <li>11. Make draft available to public for viewing. June 9, 2014</li> <li>12. Take draft to public hearing. June 12, 2014</li> <li>13. Meet with CTA to discuss LCFF. June 13, 2012</li> <li>14. Adjust draft with input from public hearing. June 16, 2014</li> <li>15. Board approval June 26, 2014</li> <li>16. Send to KCSOS June 27, 2014</li> <li>17. Schedule annual meetings with stakeholders (DELAC/ELAC) to analyze progress and make adjustments to LCAP. 2014/2015 School year</li> </ol>	<ol style="list-style-type: none"> <li>1. Emphasis on more elective opportunity and technology was emphasized.</li> <li>2. Student Surveys: Students felt the district needed to offer more enrichment activities.</li> <li>3. Staff gave input on the need for upgraded technology and more consistent communication with parents throughout the school year.</li> <li>4. Data from all surveys and needs assessments, and Single School Site Plans will be used to inform areas to be addressed within the district’s LCAP Plan.</li> <li>5. Information from individual parent information nights will be used: FMHS parent information: parent felt their needed to be more hands on activities in the classrooms to prepare for common core instruction and Smarter Balance Testing. El Tejon parent input: parents showed concern about safety on busses and the campus because it’s so wide open, and about providing more academically based programs that entice students. Frazier Park parent input: gave input into the purchase of the new STAR reading program and the idea of using aides in intervention strategies.</li> <li>6. The school site councils on all sites discussed the issue of slow internet and outdated technology. Frazier Park also discussed the idea of using aides to help with intervention time.</li> <li>7. I used the above information to make adjustments to the LCAP draft.</li> <li>8. Emphasized wanting to work together to gain input for LCAP goals and action steps.</li> <li>9. Teachers shared the desire to adjust goals based on percentile thresholds, mean scores, categorical scores, and EL instead of set percentages of proficiency. Teachers shared the desire to possibly include in action strategies omitting scores of students with low attendance, using longitudinal comparisons for students’ scores, using aides to help in classroom remediation, using parental assistance with classroom clerical functions, altering the weight of scores for students in combo classes, and using summative assessments for TK – 2<sup>nd</sup> Grade classrooms to help bridge them to 3<sup>rd</sup> grade. Specific goals will be adjusted per teacher input, and TK – 2<sup>nd</sup> grade will choose summative assessments per teacher input. All other recommendations will be taken into consideration for future alterations.</li> <li>10. Teachers emphasized the need to use local assessments to drive remediation in all grade levels and the usage of PLC time to analyze data from local assessments, and</li> </ol>

	<p>Expand intervention schedule to include 1<sup>st</sup> and 3<sup>rd</sup> graders. \$1,500/LCFF</p> <p>creating more powerful and exciting student of the month ceremonies. All of these recommendations were used to alter the LCAP plan.</p> <p>12. Input from board and community at public hearing will be used to adjust final version of LCAP plan.</p>
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## **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?

## Section 2: Goals and Progress Indicators

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Goals</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different/improved for students?</b> (based on identified metric)			<b>Related State and Local Priorities</b> (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	<b>Description of Goal</b>	<b>Applicable Pupil Subgroup(s)</b> (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	<b>School(s) Affected</b> (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		<b>LCAP Year 1: 2014-15</b>	<b>Year 2: 2015-16</b>	<b>Year 3: 2016-17</b>	
A low percentage (9%) of ninth grade students are proficient/adv based upon CFA and Benchmarks in Algebra.	50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	All	All schools	25% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	35% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	1,2,4,5,8	
35% of 3 <sup>rd</sup> grade students are pro/adv based upon district CFA and Benchmarks	El Tejon Unified will use a growth model to ensure both low performing students and proficient students in ELA show appropriate academic gains based on local and state measures.	All	All Schools	All grade levels will increase 5% in ELA proficiency on local and state measures.	All grade levels will increase 10% in ELA proficiency on local and state measures	All grade levels will increase 15% in ELA proficiency on local and state measures	1,2,4,8	

District is in the awareness phase of common core implementation during the 2013-14 school year. Administrators will use observations to measure the implementation progress.	ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey	All	All schools		ETUSD will implement common core 100% by the end of the 2014-2015 school year as defined by the academic program survey	ETUSD will implement common core 100% by the end of the 2014-2015 school year as defined by the academic program survey	ETUSD will implement common core 100% by the end of the 2014-2015 school year as defined by the academic program survey	1,2,3,4,8
ETUSD currently has a low attendance rate at all school sites. Approximately 94% average at FP and ET and 91% at FMHS.	ETUSD will improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017.	All	All Schools		Attendance:94% Suspensions: 10% decrease	Attendance:95% Suspensions: 15% decrease	Attendance:97% Suspensions: 20% decrease	5, 6, 7

**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.

**Section 3: Actions, Services, and Expenditures**

**Table 3A**

<b>Goal</b> (Include and identify all goals from Section 2)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if School-wide or LEA-wide)	<b>Annual Update: Review of actions/services</b>	<b>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)?</b>		
					<b>LCAP Year</b> <b>Year 1:</b> <b>2014-15</b>	<b>Year 2:</b> <b>2015-16</b>	<b>Year 3:</b> <b>2016-17</b>

50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	1,2,4,5,	<p>Collaboration Time</p> <p>Adopt grade level assessments</p> <p>Provide professional development on researched based instructional strategies.</p> <p>Implement research based math instructional strategies.</p> <p>Review and select math curriculum aligned to CCSS.</p> <p>Purchase curriculum</p> <p>Train teachers in new integrated math curriculum.</p> <p>Implement an intervention program and schedule at each grade level</p> <p>Implement and monitor</p> <p>PLC's to monitor data to drive remediation and instruction.</p> <p>Purchase programs for intervention and data analysis (PLATO, Study Island, Renaissance Learning)</p> <p>Class size reduction</p>	Frazier Park and El Tejon		<p>Collaboration Time: \$4,000 LCFF</p> <p>Adopt Grade Level Assessment: \$2,000LCFF</p> <p>Provide Professional Development: \$5,000/LCFF</p> <p>Implement and monitor \$2,000/LCFF</p> <p>Train teachers in new integrated math curriculum \$3,000/LCFF</p> <p>Implement intervention strategies. \$1,500/LCFF</p> <p>PLC's to monitor data to drive remediation and instruction. \$1,200 LCFF</p> <p>Begin purchasing new math curriculum: \$150,000/Common Core</p> <p>Purchase programs for intervention and data analysis \$23,000 LCFF (PLATO, Study Island, Renaissance Learning)</p> <p>Class size reduction \$40,500/LCFF</p>	<p>Collaboration Time: \$4,000 LCFF</p> <p>Implement researched based strategies: \$2,000/LCFF</p> <p>Purchase 2 nd phase of math curriculum: Cost will vary Common Core Funding</p> <p>Train teachers: \$3,000 /LCFF</p> <p>PLC's to monitor data to drive remediation and instruction. \$1,200 LCFF</p> <p>Renew programs for intervention and data analysis \$23,000 LCFF (PLATO, Study Island, Renaissance Learning)</p> <p>Class size reduction \$46,000/LCFF</p> <p>Implement and monitor/NA</p>	<p>Collaboration Time: \$4,000 LCFF</p> <p>Implement researched based strategies: \$2,000/LCFF</p> <p>Purchase 3<sup>rd</sup> phase of math curriculum: Cost will vary Common Core Funding</p> <p>Implement and monitor/No Cost</p>
El Tejon Unified will create a growth model to ensure both low	1,2,4,8	<p>Expand intervention schedule to include 1<sup>st</sup> and 3<sup>rd</sup> graders.</p> <p>Create intervention schedule for second graders.</p>	Frazier Park		<p>Expand intervention schedule to include 1<sup>st</sup> and 3<sup>rd</sup> graders. \$2,000/LCFF</p>	<p>Implement researched based strategies. \$2,000/LCFF</p>	<p>Begin purchasing ELA curriculum. /</p> <p>Implement researched based strategies. \$2,000/LCFF</p>

<p>performing students and proficient students in ELA show appropriate academic gains based on local and state measures</p>		<p>Implement the second grade volunteer reading program.</p> <p>Create intervention schedule for second graders.</p> <p>Provide professional development on researched based instructional strategies.</p> <p>Implement intervention strategies.</p> <p>Provide professional development</p> <p>Implement researched based strategies.</p> <p>Adopt grade level assessment.</p> <p>Expand RTI schedule to include 1<sup>st</sup> and 3<sup>rd</sup> graders.</p> <p>Provide collaboration time between all three grade levels.</p> <p>Purchase ELA curriculum. Purchase programs for intervention and data analysis</p> <p>PLC's to monitor data to drive remediation and instruction.</p> <p>Monitor progress</p>			<p>Create intervention schedule for second graders. \$2,000/LCFF</p> <p>Implement the second grade volunteer reading program. No Cost</p> <p>Provide professional development. \$2,500/LCFF</p> <p>Implement intervention strategies. \$2,000/LCFF</p> <p>Implement researched based ELA strategies. \$2,000/LCFF</p> <p>Purchase programs for intervention and data analysis \$23,000 LCFF (PLATO, Study Island, Renaissance Learning)</p> <p>PLC's to monitor data to drive remediation and instruction. \$1,500/LCFF</p> <p>Provide collaboration time between all three grade levels. \$4,000 LCFF</p> <p>Adopt grade level assessments No Cost</p>	<p>Provide collaboration time between all three grade levels. \$4,000 LCFF</p> <p>Continue intervention strategies \$4,000/LCFF</p> <p>Renew programs for intervention and data analysis \$23,000 LCFF (PLATO, Study Island, Renaissance Learning)</p> <p>PLC's to monitor data to drive remediation and instruction. \$1,500/LCFF</p> <p>Provide collaboration time between all three grade levels. \$4,000 LCFF</p>	<p>Continue intervention strategies \$4,000/LCFF</p> <p>Renew programs for intervention and data analysis \$23,000 LCFF (PLATO, Study Island, Renaissance Learning)</p> <p>PLC's to monitor data to drive remediation and instruction. \$1,500/LCFF</p> <p>Provide collaboration time between all three grade levels. \$4,000 LCFF</p> <p>Monitor progress with a tool to be developed. No Cost</p>
<p>ETUSD will be fully</p>	<p>1,2,3,4,8</p>	<p><b>Administration:</b></p>			<p><b>Administration:</b></p>	<p><b>Administration:</b></p>	<p><b>Administration:</b></p>

<p>implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey</p>		<p>Trained on Common Core by Superintendent.</p> <p>Receive training on the 3 stages of implementation by the county office.</p> <p>Will provide four additional module trainings for teachers from Brokers of Expertise</p> <p>Will survey parents, students and teachers to gain input.</p> <p>Will hold a parent/community information night to provide pertinent updates.</p> <p>Purchase common Core materials and manipulatives.</p> <p><b>Teachers:</b></p> <p>All teachers in district are trained in a 3 part Common Core training led by the County office.</p> <p>Create CFA's aligned to common core standards.</p> <p>Begin aligning curriculum to Common Core Standards.</p> <p>Deliver instruction using curriculum and instructional strategies fully aligned to CC.</p> <p>Create teacher to student CC feedback form.</p>	<p>District Wide</p>		<p>Begin purchasing Common Core Curriculum-Phase one \$150,000/CC</p> <p>Decide what method, tool, and frequency admin will use to monitor common core implementation. \$1,000/LCFF</p> <p>Create admin to teacher feedback rubric. \$500</p> <p>Monitor and provide feedback to teachers on Common Core implementation. No Cost</p> <p>Purchase CC manipulatives and materials. \$20,000/CC</p> <p><b>Teachers:</b></p> <p>Deliver instruction using curriculum and instructional strategies fully aligned to CC. \$2,000/CC</p> <p>Create Benchmarks and CFA's aligned to CC. \$1,500/CC</p> <p>Create teacher to student CC feedback form. No Cost</p>	<p>Purchase Common Core Curriculum-Phase two Common Core Funding/LCFF</p> <p>Monitor and provide feedback to teachers on Common Core implementation. No Cost</p> <p><b>Teachers:</b></p> <p>Will be fully implemented in delivering CC instruction, curriculum, and assessments. No Cost</p> <p>Refine Instructional delivery \$2,000/LCFF</p>	<p>Purchase Common Core Curriculum-Phase three /LCFF</p> <p>Monitor and provide feedback to teachers on Common Core implementation. No Cost</p> <p><b>Teachers:</b></p> <p>Will be fully implemented in delivering CC instruction, curriculum, and assessments. No Cost</p> <p>Further refine instructional delivery \$2,000/LCFF</p>
<p>ETUSD will</p>	<p>5, 6, 7</p>	<p>Implement attendance</p>	<p>District</p>		<p>Implement attendance</p>	<p>Continue</p>	<p>Monitor and provide</p>

<p>improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017.</p>		<p>incentives at all school sites.</p> <p>Use Robocalls to parents when kids are absent.</p> <p>Inform parents of how much money the school site has lost due to absences each month.</p> <p>Develop a communication tool to inform parents of the importance of attendance.</p> <p>Implement programs at each school site to create a safe school environment.</p> <p>Implement various ways for students to report bullying incidents.</p> <p>SAT meetings implemented at all school sites.</p> <p>ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences.</p> <p>Implement after school clubs and programs for students to participate in.</p> <p>Create a master schedule that allows more students to participate in all subject areas.</p> <p>All three school sites will implement a School-Parent Compact for Achievement</p> <p>Establish a collaboration schedule between the high</p>	<p>Wide</p>		<p>incentives at all school sites. \$2,000/LCFF</p> <p>Implement after school clubs and programs for students to participate in. No Cost</p> <p>Create a master schedule that allows more students to participate in all subject areas. No Cost</p> <p>Use Robocalls to parents when kids are absent. No Cost</p> <p>Inform parents of how much money the school site has lost due to absences each month. \$2,500/LCFF</p> <p>Develop a communication tool to inform parents of the importance of attendance. \$1,200/LCFF</p> <p>Implement programs at each school site to create a safe school environment. \$2,500/LCFF</p> <p>Implement various ways for students to report bullying incidents. \$1,000/LCFF</p> <p>SAT meetings implemented at all school sites.</p>	<p>Implementation of attendance incentives at all school sites. \$2,000/LCFF</p> <p>Continue after school clubs and programs for students to participate in. No Cost</p> <p>Continue master schedule that allows more students to participate in all subject areas. No Cost</p> <p>All three school sites will implement a School-Parent Compact for Achievement \$2,000</p> <p>Use Robocalls to parents when kids are absent. No Cost</p> <p>Inform parents of how much money the school site has lost due to absences each month. \$2,500/LCFF</p> <p>Continue the communication tool to inform parents of the importance of attendance. \$1,200/LCFF</p> <p>Continue programs at</p>	<p>feedback to staff on implementation. No Cost</p> <p>Implementation of attendance incentives at all school sites. \$2,000/LCFF</p> <p>Continue after school clubs and programs for students to participate in. No Cost</p> <p>Continue master schedule that allows more students to participate in all subject areas. No Cost</p> <p>All three school sites will implement a School-Parent Compact for Achievement \$2,000</p> <p>Use Robocalls to parents when kids are absent. No Cost</p> <p>Inform parents of how much money the school site has lost due to absences each month. \$2,500/LCFF</p> <p>Continue the communication tool to inform parents of the importance of</p>
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		<p>school ASB/SSA and middle school students</p> <p>Provide more powerful and exciting student of the month and awards ceremonies at all school sites.</p>			<p>\$3,000</p> <p>ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences. No Cost</p> <p>Establish a collaboration schedule between the high school ASB/SSA and middle school students \$1,200/LCFF</p> <p>Provide more powerful and exciting student of the month and awards ceremonies at all school sites. \$2,000/LCFF</p>	<p>each school site to create a safe school environment. \$2,500/LCFF</p> <p>Continue various ways for students to report bullying incidents. \$1,000/LCFF</p> <p>SAT meetings implemented at all school sites. \$3,000</p> <p>ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences. No Cost</p> <p>Continue collaboration schedule between the high school ASB/SSA and middle school students \$1,200/LCFF</p> <p>Continue more powerful and exciting student of the month and awards ceremonies at all school sites. \$2,000/LCFF</p>	<p>attendance. \$1,200/LCFF</p> <p>Continue programs at each school site to create a safe school environment. \$2,500/LCFF</p> <p>Continue various ways for students to report bullying incidents. \$1,000/LCFF</p> <p>SAT meetings implemented at all school sites. \$3,000</p> <p>ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due from absences. No Cost</p> <p>Continue collaboration schedule between the high school ASB/SSA and middle school students \$1,200/LCFF</p> <p>Continue more powerful and exciting student of the month and awards ceremonies at all school sites. \$2,000/LCFF</p>
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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 designated as fluent English

proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesigned 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.

### Section 3: Actions, Services, and Expenditures

**Table 3B**

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
50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	For low income pupils	Provide information and training to all stakeholders on resources available during the school day and in the community.	Frazier Park and El Tejon School		<p>Provide tutoring and academic support for low income pupils either after school or within the school day. \$5,000/Title 1</p> <p>Educate all involved on resources from the Family Resource Center available to low income families. \$1,000/LCFF</p> <p>Ensure parents are informed of resources available.</p>	<p>Continue to provide tutoring and academic support for low income pupils either after school or within the school day. \$5,000/Title 1</p> <p>Continue to provide counseling services for designated pupils for academic and social support. No Cost</p> <p>Educate all involved on resources from the Family Resource</p>	<p>Implement monitoring system and evaluate student progress \$1,200/LCFF</p> <p>Adjust student involvement in tutoring depending on academic and social progress. No Cost</p> <p>Continue to provide tutoring and academic support for low income pupils either after school or within the school day. \$5,000/Title 1</p>

					<p>No Cost</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p> <p>Provide counseling services for designated pupils for academic and social support. No Cost</p>	<p>Center available to low income families. \$1,000/LCFF</p> <p>Ensure parents are informed of resources available. No Cost</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p>	<p>Continue to provide counseling services for designated pupils for academic and social support. No Cost</p> <p>Continue to educate all involved on resources from the Family Resource Center available to low income families. \$1,000/LCFF</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p>
70% of the district's 3 <sup>rd</sup> grade students will be proficient in ELA.	For low income pupils:	Provide information and training to all stakeholders on resources available during the school day and in the community	Frazier Park School		<p>Provide tutoring and academic support for low income pupils either after school or within the school day. \$5,000/Title 1</p> <p>Implement researched based strategies: \$2,000/LCFF</p> <p>Educate all involved on resources from the Family Resource Center available to low income families. \$1,000/LCFF</p>	<p>Continue to provide tutoring and academic support for low income pupils either after school or within the school day. \$5,000/Title 1</p> <p>Implement researched based strategies: \$2,000/LCFF</p> <p>Educate all involved on resources from the Family Resource Center available to low income families.</p>	<p>Implement monitoring system and evaluate student progress \$1,200/LCFF</p>



					<p>Ensure parents are informed of resources available. No Cost</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p>	<p>\$1,000/LCFF</p> <p>Ensure parents are informed of resources available. No Cost</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p>	
ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey	For low income pupils:	Provide the opportunities for low income students to be successful in transitioning over to the Common Core.	LEA-Wide		<p>Deliver instruction using curriculum and instructional strategies fully aligned to CC.</p>	<p>Create Benchmarks aligned to CC. \$1,000</p> <p>Create teacher to student CC feedback form.</p>	<p>Will be fully implemented in delivering CC instruction, curriculum, and assessments. No Cost</p>
ETUSD will improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017	For low income pupils:	Provide information and training to all stakeholders on resources available during the school day and in the community.	LEA-Wide		<p>Refer student to the school's SAT team for additional help and resources used within the classroom. No Cost</p> <p>Educate all involved on resources from the Family Resource Center available to low income families. Ensure parents are</p>	<p>Provide tutoring and academic support for low income pupils either after school or within the school day.</p> <p>.Implement researched based strategies \$1,200/LCFF</p>	<p>Implement monitoring system and evaluate student progress \$1,200/LCFF</p>

					<p>informed of resources available. \$1,000/LCFF</p> <p>Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF</p>		
<p>50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.</p>	<p><b>For English learners</b></p>	<p>Develop an EL program at each school site.</p> <p>Institute math EL curriculum within the EL program.</p>	<p>LEA-Wide</p>		<p>Create an EL program on each school site. \$15,000/LCFF</p> <p>Purchase EL curriculum for each school site. \$10,000</p> <p>Begin using the higher level of vocabulary associated with Common Core activities. No Cost</p>	<p>Purchase math intervention curriculum to use within the EL program \$5,000/LCFF</p>	<p>Monitor program No Cost</p>
<p>70% of the district's 3<sup>rd</sup> grade students will be proficient in ELA.</p>	<p><b>For English learners</b></p>	<p>Develop an EL program at each school site.</p> <p>Institute language EL curriculum within the EL program.</p>	<p>Frazier Park School</p>		<p>Create an EL program on each school site.</p> <p>Purchase EL curriculum for each school site.</p> <p>Begin using the higher level of vocabulary associated with</p>	<p>Purchase language curriculum to use within EL program. \$3,000/LCFF</p>	<p>Monitor program No Cost</p>

					Common Core activities. No Cost		
ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey	For English learners	High level vocabulary associated with Common Core Activities will be a concentration in the regular classroom as well as the EL program.	District Wide		Begin using the higher level of vocabulary associated with Common Core activities. No Cost	Continue using and monitor higher level of vocabulary associated with Common Core activities. No Cost	Continue using and monitor higher level of vocabulary associated with Common Core activities. No Cost
ETUSD will improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017	For English learners:	District and schools will send home flyers in Spanish.	District Wide		Send flyers home in both English and Spanish. \$1,000/LCFF  Create a District Advisory Committee including EL parents. No Cost	Send flyers home in both English and Spanish. \$1,000/LCFF  Create a District Advisory Committee including EL parents. No Cost	Send flyers home in both English and Spanish. \$1,000/LCFF  Create a District Advisory Committee including EL parents. No Cost
50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.	For Foster youth	Provide information and training to all stakeholders on resources available during the school day and in the community.	Frazier Park and El Tejon		Refer struggling students to SAT. No Cost  Provide tutoring and Behavioral Health Services \$1,200/Title 1	Educate all involved on resources from the Family Resource Center available to low income families. \$1,000/LCFF  Ensure parents are informed of resources available. \$1,000/LCFF	Implement monitoring system and evaluate student progress No Cost  Adjust student involvement in tutoring depending on academic and social progress. No Cost

						Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF	
70% of the district's 3 <sup>rd</sup> grade students will be proficient in ELA	For Foster youth	Provide information and training to all stakeholders on resources available during the school day and in the community	Frazier Park and El Taejon		Refer struggling students to SAT. No Cost  Provide tutoring and Behavioral Health Services \$1,200/Title 1	Educate all involved on resources from the Family Resource Center available to low income families. \$1,000/LCFF  Ensure parents are informed of resources available. \$1,000/LCFF  Create monitoring system for specific group to stay informed on educational progress. \$1,000/LCFF	Implement monitoring system and evaluate student progress No Cost  Adjust student involvement in tutoring depending on academic and social progress. No Cost
ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey	For Foster youth	Provide the opportunities for foster youth students to be successful in transitioning over to the Common Core.	District Wide		Deliver instruction using curriculum and instructional strategies fully aligned to CC No Cost	Create Benchmarks aligned to CC. \$1,200/LCFF  Create teacher to student CC feedback form. \$1,200/LCFF	Will be fully implemented in delivering CC instruction, curriculum, and assessments. No Cost
ETUSD will improve the climate of all	For Foster youth	Provide information and training to all stakeholders on resources available during the school day	District Wide		Refer student to the school's SAT team for additional help	Provide tutoring and academic support for low	Implement monitoring system and evaluate student

<p>schools in the areas of increased attendance, and reduced suspensions by 2017</p>		<p>and in the community.</p>			<p>and resources used within the classroom. No Cost</p> <p>Educate all involved on resources from the Family Resource Center available to low income families. Ensure parents are informed of resources available. \$1,200/LCFF</p> <p>Create monitoring system for specific group to stay informed on educational progress. No Cost</p>	<p>income pupils either after school or within the school day. \$1,200/LCFF</p> <p>Implement researched based strategies No Cost</p>	<p>progress No Cost</p>
<p>50% of ninth graders will pass the Algebra readiness test at the end of their eighth grade year.</p>	<p>For designated fluent English proficient pupils</p>	<p>Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator.</p>			<p>Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc.</p>	<p>Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc.</p>	<p>Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc.</p>

70% of the district's 3 <sup>rd</sup> grade students will be proficient in ELA.	For redesignated fluent English proficient pupils	Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator.			Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc. \$1,500/LCFF	Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc.	Create and implement a monitoring system on redesignated fluent English proficient pupils by CELT coordinator. Students will be placed in appropriate programs to help in areas of struggle. Tutoring, intervention classes, etc.
ETUSD will be fully implemented in common core by the end of the 2014-2015 school year as defined by the academic program survey	For redesignated fluent English proficient pupils				Students will be closely monitored through the SAT process to ensure success and obtain help in needed areas. NO Cost	Students will be closely monitored through the SAT process to ensure success and obtain help in needed areas. NO Cost	Students will be closely monitored through the SAT process to ensure success and obtain help in needed areas. NO Cost
ETUSD will improve the climate of all schools in the areas of increased attendance, and reduced suspensions by 2017	For redesignated fluent English proficient pupils	Provide information and training to all stakeholders on resources available during the school day and in the community.			Refer student to the school's SAT team for additional help and resources used within the classroom. No Cost  Educate all involved on resources from the Family Resource Center available to low income families. Ensure parents are informed of	Provide tutoring and academic support for low income pupils either after school or within the school day. \$1,200/LCFF  Implement researched based strategies No Cost	Implement monitoring system and evaluate student progress No Cost

					resources available. \$1,200/LCFF		
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C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

### **Section 3: Actions, Services, and Expenditures**

**Table 3C**

- 1. 61% of El Tejon Unified School District’s students are considered Low Income, English Learners, or Foster Youth, and these students are enrolled proportionally throughout the district.**
- 2. The district is expending its LCFF supplemental and concentration grant funds as determined by the district’s goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Section 3A and 3B.**
- 3. El Tejon Unified’s increase in funds from LCFF supplemental and concentration grants: 2014-15: \$149,741, 2015-16: \$136,542, 2016-17: \$62,002.**

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.

### **Section 3: Actions, Services, and Expenditures**

**Table 3D**

- 1. According to the minimum proportionality percentage calculation, the percentage by which El Tejon Unified School District will increase or improve services in 2014-15: 9.52%, 2015-16: 11.54%, 2016-17: 12.34%**
- 2. Services for Low Income, Foster Youth, and English Learners will be increased/improved as identified in Section3B of the this LCAP.**



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.