

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

**Introduction:**

LEA: EL CENTRO ELEMENTARY SCHOOL DISTRICT      Contact (Name, Title, Email, Phone Number): RENATO MONTANO (RMONTANO@ECESD.ORG) OR KRISTY CURRY (KCURRY@ECESD.ORG) 760-352-5712      LCAP Year: 2014-15

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

Local Control and Accountability Plan

Section 1: Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP process. Education Code 52062, 52063, 52068, 52069, and 47606.5 specify the minimum requirements for engagement.

Instructions: Describe the process used to engage parents, students, and the community and how this engagement contributed to the LCAP and annual update.

Guiding Questions:

- 1) How have parents, community members, students, local bargaining unit and other stakeholders (e.g., local educational agency personnel, county child welfare agencies, county offices of education foster youth services program, court appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, and other foster youth stakeholders, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) Have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) Was information (quantitative and qualitative) related to the state priorities and used by the LEA to inform the LCAP goal setting process made available to stakeholders?
- 4) What changes 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 processes specified in statute?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code 52062, 52068, and 47606.5, including engagement with representative parents of students identified in Education Code 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for students?

Involvement	Impact on LCAP																		
<p>To begin the process of community involvement of contributing to the LCAP, the district organized several different committees to both collect information and begin to write the LCAP.</p> <ul style="list-style-type: none"><li>ECESD has an LCAP Committee in charge of working with the other committees to gather evidence and to meet to discuss and write the LCAP. This first committee is made up of district administrators and some principals (site administrators). This committee is assigned to attend County (COE) meetings/trainings that were set up to introduce the committee to the process of writing a Local Control and Accountability Plan. The LCAP committee has also met separately on various occasions to discuss the plan and clarify the priorities, analyze data, discuss and prioritize goals, develop activities for the goals and plan meetings with stakeholders. Each of these meetings is approximately 3 hours at a time.</li></ul> <table><tr><th>Description</th><th>Setting</th><th>Date</th></tr><tr><td>LCAP Committee Meeting</td><td>LCAP Committee Meeting</td><td>1/7/14</td></tr><tr><td>LCAP Committee Meeting</td><td>LCAP Committee Meeting</td><td>1/28/14</td></tr><tr><td>LCAP Committee Meeting</td><td>LCAP Committee Meeting</td><td>2/11/14</td></tr><tr><td>LCAP Committee Meeting</td><td>LCAP Committee Meeting</td><td>2/24/14</td></tr><tr><td>LCAP Committee Meeting</td><td>LCAP Committee Meeting</td><td>3/4/14</td></tr></table>	Description	Setting	Date	LCAP Committee Meeting	LCAP Committee Meeting	1/7/14	LCAP Committee Meeting	LCAP Committee Meeting	1/28/14	LCAP Committee Meeting	LCAP Committee Meeting	2/11/14	LCAP Committee Meeting	LCAP Committee Meeting	2/24/14	LCAP Committee Meeting	LCAP Committee Meeting	3/4/14	<p>LCAP Committee has had an impact on the initial stages of data analysis and writing the first drafts of the plan. This committee then took the plan to the other stakeholders and advisory groups for input.</p>
Description	Setting	Date																	
LCAP Committee Meeting	LCAP Committee Meeting	1/7/14																	
LCAP Committee Meeting	LCAP Committee Meeting	1/28/14																	
LCAP Committee Meeting	LCAP Committee Meeting	2/11/14																	
LCAP Committee Meeting	LCAP Committee Meeting	2/24/14																	
LCAP Committee Meeting	LCAP Committee Meeting	3/4/14																	

LCAP Committee Meeting	LCAP Committee Meeting	3/10/14
LCAP Committee Meeting	LCAP Committee Meeting	3/26/14
LCAP Committee Meeting	LCAP Committee Meeting	4/9/14
LCAP Committee Meeting	LCAP Committee Meeting	4/29/14

- ECESD is attending County-wide trainings concerning the LCAP

Description	Setting	Date
County LCAP Network Meeting	County LCAP Network Meeting	1/16/14
County LCAP Network Meeting	County LCAP Network Meeting	2/12/14
County LCAP Network Meeting	County LCAP Network Meeting	3/12/14
County LCAP Network Meeting	County LCAP Network Meeting	4/9/14
County LCAP Network Meeting	County LCAP Network Meeting	5/7/14

- ECESD has a Consultation Committee made up of teachers and union representatives. The purpose of meeting with the Consultation Committee on an on-going basis is to receive input from one of the largest stakeholder groups: teachers.

Description	Setting	Date
Consultation Committee Meeting	Consultation Committee Meeting	1/27/14
Consultation Committee Meeting	Consultation Committee Meeting	2/26/14
Consultation Committee Meeting	Consultation Committee Meeting	3/19/14
Consultation Committee Meeting	Consultation Committee Meeting	5/14/14

- ECESD has a Parent Advisory Committee (PAC) made up of one parent from each school site council in the district that represent the different subgroups (i.e. foster youth, English learner, SED, migrant, GATE, SPED). ECESD consults with DELAC and the ELSSA writing committee for advice pertaining to English Learners. The DELAC offers input for the English Learner subgroup. These meetings introduce the process that the district used, the data that contributed to goals, the activities that will help the district reach their goals, and to get input from the parents of the stakeholder groups and subgroups.

Description	Setting	Date
Present LCAP to EL Parent Advisory Committee DELAC	Present LCAP to EL Parent Advisory Committee DELAC	5/1/13
Present LCAP to Parent Advisory Committee (PAC)	Present LCAP to Parent Advisory Committee (PAC)	5/8/14

- For the purpose of gathering information and input from the Foster Youth advocacy group the district set up a meeting with the CASA Board members. This meeting introduces the process that the district used, the data that contributed to goals, the activities that will help the district reach their goals, and to get input from the parents of the stakeholder groups and subgroups.

Description	Setting	Date
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The County-wide LCAP meetings have served as way to get information and clarification about the process of creating an LCAP, as well as a place to meet and review data.

The Consultation Committee has provided input on the math adoption selection throughout the process. The advice of the Consultation Committee was taken into consideration in the area of whether or not to adopt a k-8 program or a K-5 and 6-8 programs. They also requested that the Adoption committee be cognizant of the technology demands. They have also provided input for the LCAP on the goals, progress indicators, services and activities. This committee also gave feedback for the LCAP action plan.

The Office of Educational Services met with the Migrant Parent Advisory Committee and the District English Learner Advisory Committee to get their input on the primary goals of the LCAP. The committees were very helpful and generated many ideas. Nearly all the ideas they generated were ideas that had already been suggested and were in the plan. The ideas they provided were documented and sent in writing to the superintendent. Based on the questions and comments that were submitted by DELAC and MPAC, the superintendent created a Questions and Answer document that is posted on the district website: [www.ecesd.org](http://www.ecesd.org).

The Office of Educational Services also met with the Parent Advisory Committee to get their input on the primary goals of the LCAP. This group mostly expressed the need to consider the information getting to the parents about Common Core and the necessity of parent training and support. Based on the questions and comments that were submitted by PAC, the superintendent created a Questions and Answer document that is posted on the district website: [www.ecesd.org](http://www.ecesd.org).

The CASA board provided input into systems that need to be put in place to support Foster Youth in our district. These systems pertain to student identification for interventions, parent involvement, advocacy, support for homework, and immediate referral to the SST process.

Consult with CASA Board Members to get input for Foster Youth	Consult with CASA Board Members to get input for Foster Youth	3/26/14						
<ul style="list-style-type: none"><li>Another way the district collects input from parents annually is through the Title I Parent Involvement Survey.</li><li>The GATE Parent Advisory was consulted about the LCAP and their input was gathered. This meeting introduces the process that the district used, the data that contributed to goals, the activities that will help the district reach their goals, and to get input from the parents of the stakeholder groups and subgroups.</li></ul>								
<table><tr><th>Description</th><th>Setting</th><th>Date</th></tr><tr><td>Consult with GATE Parent Advisory Members to get input for GATE students</td><td>Consult with GATE Parent Advisory Members to get input for GATE students</td><td>3/18/14</td></tr></table>			Description	Setting	Date	Consult with GATE Parent Advisory Members to get input for GATE students	Consult with GATE Parent Advisory Members to get input for GATE students	3/18/14
Description	Setting	Date						
Consult with GATE Parent Advisory Members to get input for GATE students	Consult with GATE Parent Advisory Members to get input for GATE students	3/18/14						
<ul style="list-style-type: none"><li>ECESD solicited input from CSEA classified employees about the goals and activities pertaining to the priorities of the LCAP.</li></ul>								
<ul style="list-style-type: none"><li>ECESD solicited input from all managers during Management Meeting.</li></ul>								
<table><tr><th>Description</th><th>Setting</th><th>Date</th></tr><tr><td>Consult with Management</td><td>Consult with Management</td><td>3/18/14</td></tr></table>			Description	Setting	Date	Consult with Management	Consult with Management	3/18/14
Description	Setting	Date						
Consult with Management	Consult with Management	3/18/14						
<ul style="list-style-type: none"><li>ECESD held a public forum with the purpose of presenting the LCAP and requesting written input on 6/4/14.</li></ul>								

<p>The survey suggested that some parents are concerned with bullying at the school sites.</p> <p>GATE Parent advisory provided input into the goals of the LCAP by requesting that all schools providing GATE services are more transparent about their programs, and parent communication</p> <p>CSEA representatives suggested that all applicable classified employees receive professional development on the changes in Common Core and that the district hire sufficient staff members to maintain facilities in good repair.</p> <p>ECESD Management group helped prioritize the goals and activities proposed by the LCAP Committee.</p> <p>There was no written feedback.</p>
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Local Control and Accountability Plan

Section 2: Goals and Progress Indicators

Education Code 52060, 52061, 52066, 52067, and 47606.5 require 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 any changes to the goals.

**Instructions:** Describe annual goals and expected and actual progress towards meeting goals. This section must include specifics over the 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. 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 goals must reflect outcomes for all students and include specific goals for specific subgroups, including pupils with disabilities, and school sites. An LEA may incorporate or reference other plans or actions that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goals to improve student outcomes? How do these goals relate to the state priorities and locally identified priorities?
- 2) What are the specific goals for any individual school sites or subgroups that add to or differentiate from the LEA’s goals for all students or the LEA as a whole?
- 3) What are the specific outcomes/ metrics/ noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 4) In an annual update year, what incremental changes/progress have been realized and how did these compare to changes/progress predicted? What modifications were made as a result of this comparison?
- 5) What data (quantitative and qualitative) were considered/reviewed to develop goals around the state or local priorities and review progress towards goals in the annual update? What data were considered/reviewed for individual school sites or subgroups identified in Education Code 52052?

Local Control and Accountability Plan Draft Template

Identified Need and Metric	Goal			Annual Update: Progress Review	What will be different/improved for students? Based on identified metric)			Related to State and Local Priorities  (Identify specific state priority. For districts and COEs, all priorities in statute must be identified, each finding may be linked to more than one priority if appropriate)
	Description of Goal	Applicable Pupil Subgroup(s) (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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1. Metrics: Data is based on the Smarter Balanced Tech Readiness Tool (TRT) and the School Dude Asset	By 2016-17, to ensure El Centro Elementary School District successful student achievement on Common Core State	All	All		By June 30 <sup>th</sup> 2015, 12 of 12 schools will receive up-to-date portable labs for students use. Standards; 33%	By June 30 <sup>th</sup> 2016, remaining 33% schools will receive up to the remaining	By June 30 <sup>th</sup> 2017, remaining 33% schools will receive up to the	Priority 2: Implementation of Common Core State Standards

<p>Manager Inventory Report. All school site computer labs <i>do not</i> meet the TRT recommended technical requirements; All school site wired networks are <i>not</i> 10GB ready; All school site wireless networks are <i>not</i> Wi-Fi ac capable; over 85% of all school site computers are Windows XP (end-of-support April 8, 2014).</p>	<p>Standards Assessments, the District will adopt technology resource standards and complete an equitable distribution of technology resources at all district facilities.</p>				<p>schools will receive strategic wired and wireless network infrastructure improvements for the student carts.</p>	<p>wired and wireless network infrastructure improvement.</p>	<p>remaining wired and wireless network infrastructure improvement.</p>	
<p>2. Metrics: Data is based on the Student Information System and the Suspensions and Expulsions report that indicated 2,003 discipline referrals district-wide in 2013. Also, based on data provided by the ECESD Assistant Superintendent of Administrative Services, at least 20 school site break-ins have been reported during the 2013-2014 school year.</p>	<p>By 2016-17, El Centro Elementary School District will decrease the number of discipline referrals by 200 per year in order to decrease the rate of suspensions and expulsions and nurture a safe and positive school environment. By the 2016-2017 school year, break ins at school sites will have decreased to fewer than 5 break-ins per year.</p>	All	All (except IVHSA)		<p>There will be no more than 1800 discipline referrals district-wide thereby decreasing suspensions and expulsions. By June 30, 2015 school sites will report fewer than 15 break-ins.</p>	<p>There will be no more than 1600 discipline referrals district-wide thereby decreasing suspensions and expulsions. By June 30, 2015 school sites will report fewer than 10 break-ins.</p>	<p>There will be no more than 1400 discipline referrals district-wide thereby decreasing suspensions and expulsions. By June 30, 2015 school sites will report fewer than 5 break-ins.</p>	<p>Priority 6: School Climate</p>

3. Metrics: Data is based on the Resolution of Instructional Materials, no Common Core State Standards (CCSS) aligned materials were adopted for any subject area in the 2013-14 school year.	By 2016-17, all students will have access to the Common Core State Standards aligned materials in English language arts, math, social studies, and science as measured by the Resolution of Instructional Materials and the Williams Report.	All	All		Every student will have mathematics materials that are aligned to Common Core State Standards. Teachers will have bridge materials for English Language arts	Every student will have materials for English Language Arts that are aligned to Common Core State Standards.	Every student will have materials for Science that are aligned to Common Core State Standards.	Priority 2: Implementation of Common Core State Standards
4. Metrics: Data is based on the 2013-14 District Facilities Inspection Tool (FIT), the majority of the schools had a “Fair” or “Poor” rating on interior surfaces, (carpet, ceilings, walls, sinks, paint, plumbing). Also, the four Williams schools received a “Fair” or “Poor” rating on restrooms and fountains.	By 2016-17, all district facilities will have a rating of “Good” in every category as measured by the Facilities Inspection Tool (FIT) and Williams Reports for schools in order to ensure a sense of a safe and orderly environment.	All	All		Williams’ Schools (McKinley, Washington, Kennedy and Desert Garden) will be the priority for resources and will receive an overall “Good” rating on the FIT tool and William’s reports.	The 5 non-William’s schools with the highest needs on interior surfaces will be the focus of resources that need replacement. William’s schools will receive an overall rating of “Good” on the FIT tool.	The 10 non-William’s schools with the highest needs on interior surfaces will be the focus of resources that need replacement. William’s schools will receive an overall rating of “Good” on the FIT tool.	Priority 1: Basic Conditions



5. Metrics: Data is based on the 2013-14 Period 1 Average Daily Attendance, in which 5 of 12 schools in the El Centro Elementary School District were below 96% average daily attendance rate.	By 2016-17, El Centro Elementary School District's State Reporting Average Daily Attendance will be 98% thereby decreasing the number of School Attendance Review Board (SARB) referrals and increasing student engagement.	All	All		12 of 12 schools in ECESD will report an average daily attendance (ADA) of at least 96% on the Period 2 report.	12 of 12 schools in ECESD will report an average daily attendance (ADA) of at least 97% on the Period 2 report.	12 of 12 schools in ECESD will report an average daily attendance (ADA) of at least 98% on the Period 2 report.	Priority 5: Pupil Engagement
6. Metrics: Data is based on the 2013-14 Master Schedules and the recommended Instructional Minutes Schedule, in which not all students have access to foreign language, dance, theatre, visual and performing arts and applied arts.	By 2016-17, El Centro Elementary School District will adopt a course of study for grades 1-6 and 7-8 as per Ed Code 51210 and 51220 respectively as measured by the master schedules and CMIS report.	All	All		ECESD will implement an Elementary Instructional minute's schedule that reflects all courses listed in Ed Code 51210.	ECESD will implement and train 7-8 <sup>th</sup> teachers on 2 of the 4 missing courses of study.	ECESD will implement and train 7-8 <sup>th</sup> teachers on all 4 missing courses of study.	Priority 7: Course Access
7. Metrics: Data is based on the 2013-14 Title I Parent Survey, in which parents requested more training in order to effectively support their child's learning.	By 2016-17, the El Centro Elementary School District will offer at least 1 parent training per quarter.	All	All		At least 2 Parent trainings will be scheduled to introduce CCSS concepts and changes in curriculum.	At least 3 Parent trainings will be scheduled to introduce CCSS concepts and changes in curriculum.	At least 4 Parent trainings will be scheduled to introduce CCSS concepts and changes in curriculum.	Priority 3: Parent Engagement/Involvement

8. Metrics: Data is based on the High School entrance requirements in which honors' students are struggling with the middle school transition to high school.	By 2016-17, El Centro Elementary School District will improve articulation with the High School in order to increase the number of students who enter High School ready for higher-level math and AVID programs and Honors classes as Freshman.	All	De Anza Kennedy And Wilson 7-8 grades		The number of 8 <sup>th</sup> graders who enter High School qualified for Honors classes, AVID and Advanced math will be gathered for baseline data.	The number of 8 <sup>th</sup> graders who enter High School qualified for Honors classes, AVID and Advanced math will increase 5% from baseline data	The number of 8 <sup>th</sup> graders who enter High School qualified for Honors classes, AVID and Advanced math will increase 10% from baseline data	Priority 8: Other Pupil Outcomes
9. Metrics: Data is based on the number of Socio-Economically Disadvantaged and Foster Youth students in the district in which the performance on the 2013 CST for both API scores and Algebra scores was significantly lower for this subgroup. Metrics: Data is based on the CST scores from 2013, English Learners suffer from an educational achievement gap.	By 2016-17, El Centro Elementary School District will investigate, choose and implement specific strategies district-wide to ensure Socio-Economically Disadvantaged (SED) and foster youth students to increase achievement. The educational outcomes of English Learners will mirror that of the general student population	SED, Foster Youth, EL	All (except IVHSA)		The SED and Foster Youth population will set a baseline for performance during the first year, and investigate strategies and best practices that will be useful to this population. Gap between EL and general student population decreased 5% on each metric.	The SED and Foster Youth population will perform 5% better than baseline data, Train teachers how to use and implement instructional strategies. Gap between EL and general student population decreased 10% on each metric.	The SED and Foster Youth population will perform 10% better than baseline data, Support teachers with implementation of instructional strategies. Gap between EL and general student population decreased 15% on each metric.	Priority 4: Pupil Achievement; Pupil Engagement;

## ***Local Control and Accountability Plan***

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

*Education Code 52060, 52066, 52064, 52067, and 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified and a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be provided to meet the goals described in Section 2 and describe expenditures to implement each action. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect specifics within a goal for the specific subgroups identified in Education Code 52052, including pupils with disabilities, and school sites as needed. In describing the actions and expenditures for low-income, English Learner, foster youth students as identified in Education Code 42238.01, the LEA must identify supplemental and concentration funds used and when those funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA may 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 52061 and 52067.

#### **Guiding Questions:**

- 1) What services will be provided to all students, subgroups of students identified pursuant to Education Code 52052, school sites, English Learners, low-income students, and foster youth to achieve goals identified in the LCAP?
- 2) How do these services linked to identified goals and performances?
- 3) What expenditures support changes to services as a result of the goal identified? Where can these expenditures be found in the LEA budget?
- 4) In the annual update, how have the services addressed the needs of all students, subgroups of students identified pursuant to Education Code 52052, school sites, English learners, low-income students, and foster youth and did they result in the desired outcomes?
- 5) 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?

**Local Control and Accountability Plan**

A. What actions, and the LEA may include any services that support these actions, are provided for ALL students, including subgroups of students identified pursuant to Education Code 52052 and specific school sites?

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: By 2016-17, to ensure El Centro Elementary School District successful student achievement on Common Core State Standards Assessments, the District will adopt technology resource standards and complete an equitable distribution of technology resources at all district facilities.	Priority #2 Implementati on of CCSS	The objective of this goal is to ensure that the schools have the necessary technological infrastructure, support and equipment to not only be prepared for SBAC testing, but also have technology available for students use.	LEA-wide EL SED		Compose committee consisting of Educational Services, SPED, teachers, principals, and cabinet to establish Technology Resource Standards and a District Technology Plan. <b>\$7,000 LCFF Base (Subs &amp; Materials)</b>  Hire additional technology staff (2) and increase clerical time (12-month) to deploy and support network and computer equipment. <b>\$110,000 LCFF Base (Salaries and Benefits)</b>  District Datacenter Upgrades (Network, storage, servers, etc.). <b>\$50,000 LCFF Base (Hardware)</b>	Compose committee consisting of Educational Services, SPED, teachers, principals, and cabinet to establish Technology Resource Standards and a District Technology Plan. <b>\$7,000 LCFF Base (Subs &amp; Materials)</b>   District Datacenter Upgrades (Network, storage, servers, etc.). <b>\$40,000 LCFF Base (Hardware)</b>	Compose committee consisting of Educational Services, SPED, teachers, principals, and cabinet to establish Technology Resource Standards and a District Technology Plan. <b>\$7,000 LCFF Base (Subs &amp; Materials)</b>   District Datacenter Upgrades (Network, storage, servers, etc.). <b>\$40,000 LCFF Base (Hardware)</b>

					<p>Multi-year support/maintenance contracts (network hardware, content filter, telephony, etc.).</p> <p><b>\$66,000 LCFF Base (Support costs)</b></p> <p>Network services (Internet access, mobile broadband, etc.)</p> <p><b>\$6,000 LCFF Base (Services)</b></p> <p>Yearly lease (7-year) payment for network resources (wired and wireless equipment).</p> <p><b>\$185,000 LCFF Base (Hardware)</b></p> <p>Professional Development: Technology integration</p> <p><b>\$20,000 LCFF Base (Subs &amp; Materials)</b></p>	<p>Network services (Internet access, mobile broadband, etc.)</p> <p><b>\$6,000 LCFF Base (Services)</b></p> <p>Yearly lease (7-year) payment for network resources (wired and wireless equipment).</p> <p><b>\$185,000 LCFF Base (Hardware)</b></p> <p>Professional Development: Technology integration</p> <p><b>\$20,000 LCFF Base (Subs &amp; Materials)</b></p>	<p>Complete Needs Assessment Analysis in preparation for lease renewal of technology resources for all sites.</p> <p><b>None</b></p> <p>Network services (Internet access, mobile broadband, etc.)</p> <p><b>\$6,000 LCFF Base (Services)</b></p> <p>Yearly lease payment (7-year) for network resources (wired and wireless equipment).</p> <p><b>\$185,000 LCFF Base (Hardware)</b></p> <p>Professional Development: Technology integration</p> <p><b>\$20,000 LCFF Base (Subs &amp; Materials)</b></p>
Goal #2: By 2016-17, El Centro Elementary School District will decrease the number of discipline referrals by 200 per year in order to decrease the	Priority #6: School Climate	The objective of this goal is two-fold: first, to reduce time out of class allowing students to focus on lessons and show academic growth; second, to increase safety measures on the campus. The main parts of this objective include a consistent positive discipline plan at each site, implementing strong interventions, reducing absenteeism and truancy, and improving parental	LEA-wide SED Foster Youth		<p>Recruit and hire one full-time, Guidance Counselor (194 days) for Wilson Junior High and Kennedy Middle School:</p> <p><b>*Salary plus benefits - \$97,000 Supp/Conc.</b></p>	<p>Recruit and hire one full-time, Guidance Counselor (194 days) for Wilson Junior High and Kennedy Middle School:</p> <p><b>*Salary plus benefits - \$97,000 Supp/Conc.</b></p>	<p>Recruit and hire one full-time, Guidance Counselor (194 days) to be shared among all elementary Desert Garden, De Anza, Hedrick, Harding, King, McKinley, Lincoln, Sunflower, Washington and IVHSA</p>

rate of suspensions and expulsions and nurture a safe and positive school environment. By the 2016-2017 school year, break ins at school sites will have decreased to fewer than 5 break-ins per year.		understanding of how the school system works.			<p><b>*Technology Start-up (computer and I pad) - \$3,500 (to be incurred every 4th year) - Total \$7,000 LCFF Base</b></p> <p>Recruit and hire one vice principal for Kennedy Middle School.</p> <p><b>*Salary plus benefits - \$130,000 LCFF Base</b></p> <p><b>*Technology Start-up (computer and I Pad) - \$3,500 (to be incurred every 4th year)</b></p> <p>Purchase and/or develop a district-wide, intervention based discipline program that promotes positive behaviors.</p> <p><b>*Curriculum and Training - \$50,000 Title II</b></p> <p>The District Behavior RTI Committee will continue</p>	<p><b>*Technology Start-up (computer and I pad) - \$3,500 (to be incurred every 4th year) - LCFF Base</b></p> <p>Recruit and hire one additional vice principal to be shared between Wilson Junior High and De Anza Magnet</p> <p><b><u>Kennedy Middle School</u></b> <b>Salary and Benefits - \$130,000 LCFF Base</b></p> <p><b><u>New Hire Wilson/De Anza</u></b> <b>*Salary plus benefits - \$130,000</b></p> <p><b>*Technology Start-up (computer and I Pad) - \$3,500 (to be incurred every 4th year) LCFF Base</b></p> <p>Continue to Implement a district-wide, intervention based discipline program that promotes positive behaviors.</p> <p><b>*Continued training and program costs - \$50,000 Title II</b></p> <p>The District Behavior RTI Committee will continue to</p>	<p><b><u>New Hires for Elementary -</u></b> <b>*Salary plus benefits - \$97,000</b> <b>*Technology Start-up (computer and I pad) - \$3,500 (to be incurred every 4th year)</b></p> <p><b>Supp/Conc.</b></p> <p>Continue to Implement a district-wide, intervention based discipline program that promotes positive behaviors.</p> <p><b>*Continued training and program costs - \$50,000 Title II</b></p> <p>The District Behavior RTI Committee will continue to revise</p>
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				<p>to revise the Behavior Problem Solving Team Process to include an updated list of interventions and resources.</p> <p><b>SST Online-\$6,000</b> <b>Substitutes for Participation in the RTI Behavior Committee - \$2,400 (1/2 day X 6 teachers x 6 meetings)</b> <b>LCFF Base</b></p> <p>Equip Wilson, Kennedy, Mc Kinley, and Desert Garden with a video surveillance system to prevent break-ins. <b>*Wilson Junior High - \$15,000</b> <b>*Kennedy Middle School - \$15,000</b> <b>*McKinley - \$15,000</b> <b>*Desert Garden Elementary - \$15,000</b>  <b>LCFF Base</b></p>	<p>revise the Behavior Problem Solving Team Process to include an updated list of interventions and resources.</p> <p><b>*SST Online - \$6,000</b>  <b>*Substitutes for Participation in the RTI Behavior Committee - \$2,400 (1/2 day X 6 teachers x 6 meetings)</b> <b>LCFF Base</b></p> <p>Equip Washington, Harding, Hedrick, and King with a video surveillance system to prevent break-ins. <b>*Washington - \$15,000</b> <b>*Harding - \$15,000</b> <b>*Hedrick - \$15,000</b> <b>*King - \$15,000</b> <b>LCFF Base</b></p>	<p>the Behavior Problem Solving Team Process to include an updated list of interventions and resources.</p> <p><b>*SST Online - \$6,000</b>  <b>*Substitutes for Participation in the RTI Behavior Committee - \$2,400 (1/2 day X 6 teachers x 6 meetings)</b> <b>LCFF Base</b></p> <p>Equip De Anza, Sunflower, Lincoln, and the Imperial Valley Home School with video surveillance system. <b>\$15,000 per site for a total of \$60,000</b> <b>LCFF Base</b></p>
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Goal #3: By 2016-17, all students will have access to the Common Core State Standards aligned materials in English language arts, math, social studies, and science as measured by the Resolution of Instructional Materials and the Williams Report.	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement	The objective of this goal is to ensure that our core materials are updated to accommodate the Common Core State Standards. The shift to Common Core requires instructional strategies and materials that are significantly different than what is currently used. The objective is also to make the grading/assessment system in our district more consistent and informative based on the standard objectives. The idea is to make the system less subjective and based on individual teacher criteria, but rather on a set of agreed upon criteria district wide. Really important to get the parents involved in the creation of and monitoring of the system.	LEA-wide EL		<p>Adopt common core aligned math program for the 14-15 school year.</p> <p><b>\$857,000</b> <b>CCSS Funds/ LCFF Base</b></p> <p>Reconvene with Math Adoption Committee during the 2014 summer to develop math pacing guides, review/modify assessments, and create assessment calendar.</p> <p><b>\$15,600</b> <b>13 teachers x 5 days x 6 hours</b> <b>Title II</b></p> <p>Provide professional development to staff on math program, pacing guides, and assessments.</p> <p><b>\$7,200</b> <b>12 teachers x 5 days x \$120</b> <b>Title II</b></p> <p>Provide professional development to teachers on common core math standards to teacher leads from each school site. Teacher leads will then conduct similar training at school sites.</p>	<p>Adopt common core aligned ELA program for the 2015-2016 school year.</p> <p><b>\$900,000</b> <b>LCFF Base/Supp./Conc.</b></p> <p>Reconvene with ELA Adoption Committee during the 2015 summer to develop ELA pacing guides, review/modify assessments, and create assessment calendar.</p> <p><b>\$15,600</b> <b>13 teachers x 5 days x 6 hours</b> <b>Title II</b></p> <p>Provide professional development to staff on ELA program, pacing guides, and assessments.</p> <p><b>\$5,000 for materials</b> <b>Title II</b></p> <p>Reconvene with ELA Adoption Committee during the 2015-2016 school year to modify assessments or develop resources as needed.</p> <p><b>\$7,200</b> <b>12 teachers x 5 days x \$120</b> <b>Title II</b></p>	<p>Adopt common core aligned science program for the 16-17 school year.</p> <p><b>\$500,000</b> <b>LCFF Base/Supp./Conc</b></p> <p>Reconvene with Science Adoption Committee during the 2016 summer to develop science pacing guides, review/modify assessments, and create assessment calendar.</p> <p><b>\$15,600</b> <b>13 teachers x 5 days x 6 hours</b> <b>Title II</b></p> <p>Provide professional development to staff on science program, pacing guides, and assessments.</p> <p><b>\$5,000 for materials</b> <b>Title II</b></p> <p>Provide professional development to teachers on common core science standards to teacher leads from each school site. Teacher leads will then conduct similar training at school sites.</p> <p><b>\$7,200</b> <b>12 teachers x 5 days x \$120</b> <b>Title II</b></p>
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					<p><b>\$7,200</b>  <b>12 teachers x 5 days x \$120</b>  <b>Title II</b></p> <p>Create Observation Tools to monitor program implementation in Math.</p> <p><b>No Cost</b></p> <p>Reconvene with PLC Grade Level Teams to review and adopt bridge materials for English Language Arts during the fall.</p> <p><b>\$100,000 Supp/Conc.</b></p> <p>Reconvene with PLC Grade Level Teams during the fall to revise ELA pacing guides and assessments as needed.</p> <p><b>\$7,200</b>  <b>12 teachers x 5 days x \$120</b>  <b>Title II</b></p> <p>Provide professional development to staff on ELA program, pacing guides, and assessments.</p> <p><b>No Cost</b></p>	<p>Create Observation Tools to monitor program implementation in ELA.</p> <p><b>No Cost</b></p> <p>Meet with Social Studies, Science, and other subject area PLC groups to identify and/or develop bridge materials aligned to common core.</p> <p><b>\$7,200</b>  <b>12 teachers x 5 days x \$120</b>  <b>Title II</b></p> <p>Establish a new system for grading and report cards, Training, piloting and calibrating the new system.</p> <p><b>\$10,000 ( training of 2-4 people per site)</b></p> <p>Upgrade the existing information system</p> <p><b>\$40,000 LCFF Base</b></p>	<p>Create Observation Tools to monitor program implementation in Science.</p> <p><b>No Cost</b></p> <p>Meet with Social Studies and other subject area PLC groups to identify and/or develop bridge materials aligned to common core.</p> <p><b>\$7,200</b>  <b>12 teachers x 5 days x \$120</b>  <b>Title II</b></p> <p>Implement a new system for grading and report cards, Training, piloting and calibrating the new system, and monitor the system.</p> <p>Monitor the system and continue with on-going training.</p> <p><b>\$20,000</b>  <b>LCFF Base</b></p>
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					<p>Establish a standard-based grading committee to research the standards based grading system and best practices in other districts</p> <p><b>Subs and books</b> <b>@\$15,000 Title II</b></p> <p>Investigate companies that offer systems that have all in one: student information system, grades and parent portal</p> <p><b>N/A</b></p> <p>Reduce class size for K-3 grade span adjustment (GSA) to a ratio of 24:1 to allow for more individual attention for at risk.</p> <p><b>\$735,076</b> <b>Base allocation</b></p> <p>Purchase a World History Atlas pack for each 7-8<sup>th</sup> History Teacher as support materials for the restructuring of the History curriculum.</p> <p><b>8 teachers x \$1,000 per teachers</b> <b>\$8,000 Title II</b></p>	
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Goal #4: By 2016-17, all district facilities will have a rating of “Good” in every category as measured by the Facilities Inspection Tool (FIT) and Williams Reports for schools in order to ensure a sense of a safe and orderly environment.	Priority #1: Facilities	The objective of this goal is to ensure that all facilities within our district are kept in good condition. The facilities require an on-going maintenance plan that includes staff and materials to make repairs and improvements.	LEA-wide		<p>Facilities and capital improvements to include roofing replacement, asbestos removal, exterior painting, summer painting, parking lot lights, AC replacement</p> <p><b>For a total of \$473, 966 Major Maint. (8150)</b></p> <p>Conduct needs assessment for facility improvement and create and implement an on-going cyclical maintenance plan (painting schools, carpeting, plumbing, grounds, concrete, roofing, interior/external surfaces)</p> <p><b>\$95,000 Major Maint. (8150)</b></p>	<p>Implement on-going cyclical maintenance plan</p> <p><b>\$200,000 Major Maint. (8150)</b></p>	<p>Implement on-going cyclical maintenance plan</p> <p><b>\$200,000 Major Maint. (8150)</b></p>
Goal #5: By 2016-17, El Centro Elementary School District’s State Reporting Average Daily Attendance will be 98% thereby decreasing the number of	Priority #5: Pupil Engagement	The objective of this goal is to increase student attendance rates and get parents more involved in that process.	LEA-wide ELL, SED, SPED, FY		<p>Create a mandatory training program targeting parents of students in grades TK-2 that emphasizes the connection between student achievement and attendance.</p> <p><b>*Development/Purchase of Truancy Prevention</b></p>	<p>Recruit and hire one full-time, District Truancy Prevention/Intervention Specialist (Classified Confidential Employee)</p> <p><b>*Salary plus benefits - \$70,000 LCFF Base/Supp. /Conc.</b></p> <p><b>*Technology Start-up</b></p>	<p>Recruit and hire an additional full-time, District Truancy Prevention/Intervention Specialist designated to serve the Junior High/Middle School population at Wilson Junior High, Kennedy Middle School, Youth Opportunity Program, and 7th and 8th grade at De Anza Magnet(Classified Confidential Employee)</p>

<p>School Attendance Review Board (SARB) referrals and increasing student engagement.</p>					<p>Curriculum for primary grades -\$12,000</p> <p>*Parent information flyers, letters, pamphlets - \$3,000</p> <p>*Child Care - \$1,000</p> <p>*Parent Incentives - \$3,000 Supp. /Conc.</p> <p>Develop a district-wide recognition program for schools, classes, students, and parents who meet the annual attendance goal.</p> <p>*Attendance incentives and rewards (e.g. banners, plaques, t-shirts, medals, etc.) - \$25,000 Supp. /Conc.</p> <p>*Parent information flyers, letters, pamphlets - Supplies \$3,000 Supp. /Conc.</p>	<p>(computer, IPad, Verizon Wireless, Cell phone) - \$3,500 (to be incurred every 4th year)</p> <p>*Technology Annual Costs (Verizon Wireless, Cell phone) - \$1,200 LCFF Base/Supp. /Conc.</p> <p>Conduct home visits prior to the start of school year and during the school year for students who have been identified as chronically truant (3 or more unexcused absences).</p> <p><b>No Cost</b></p> <p>Continue to implement a district-wide recognition program for schools, classes, students, and parents who meet the annual attendance goal.</p> <p>*Attendance incentives and rewards (e.g. banners, plaques, t-shirts, medals, etc.) - \$20,000</p> <p>*Parent information flyers, letters, pamphlets - \$3,000</p> <p><b>Supp. /Conc.</b></p>	<p><u><b>For new junior high/middle school specialist</b></u></p> <p>*Salary plus benefits - \$70,000</p> <p>*Technology Start-up (computer, Ipad, Verizon Wireless, Cell phone) - \$3,500 (to be incurred every 4th year)</p> <p>*Technology Annual Costs (Verizon Wireless, Cell phone) - \$1,200 LCFF Base/Supp. /Conc.</p> <p>Conduct home visits prior to the start of school year and during the school year for students who have been identified as chronically truant (3 or more unexcused absences).</p> <p><b>No Cost</b></p> <p>Continue to implement a district-wide recognition program for schools, classes, students, and parents who meet the annual attendance goal.</p> <p>*Attendance incentives and rewards (e.g. banners, plaques, t-shirts, medals, etc.) - \$20,000</p> <p>*Parent information flyers, letters, pamphlets - \$3,000</p> <p><b>Supp. /Conc.</b></p>
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						<p>Continue to implement a mandatory training program targeting parents of students in grades TK-2 that emphasizes the connection between student achievement and attendance</p> <p>Parent Training Program</p> <p><b>Parent information flyers, letter, pamphlets</b></p> <p><b>\$3,000</b></p> <p><b>Childcare</b></p> <p><b>\$1,000</b></p> <p><b>Parent Incentives - Supplies</b></p> <p><b>\$3,000</b></p> <p><b>Supp. /Conc.</b></p>	<p>Continue to implement a mandatory training program targeting parents of students in grades TK-2 that emphasizes the connection between student achievement and attendance.</p> <p>Parent Training Program</p> <p><b>Parent information flyers, letter, pamphlets</b></p> <p><b>\$3,000</b></p> <p><b>Childcare</b></p> <p><b>\$1,000</b></p> <p><b>Parent Incentives</b></p> <p><b>\$3,000</b></p> <p><b>Supplies - Supp. /Conc.</b></p>
<p>Goal #6: By 2016-17, El Centro Elementary School District will adopt a course of study for grades 1-6 and 7-8 as per Ed Code 51210 and 51220 respectively as measured by the master schedules and CMIS report.</p>	<p>Priority #7: Course of Study</p>	<p>The objective of this goal is to ensure all students regardless of their subgroup or language needs have access to a rich course of study.</p>	<p>LEA-wide ELL, SED, SPED, FY</p>		<p>Revise Elementary Instructional Minute Schedule to allow for theatre, dance, visual and performing arts, and health in grades K-6</p> <p><b>No Cost</b></p> <p>Purchase supplemental material for theatre, dance, visual and performing arts, and health in grades K-6.</p> <p><b>\$20,000</b></p> <p><b>Supp. /Conc.</b></p> <p>Provide Professional Development in theatre, dance, visual and performing arts, and</p>	<p>Hire 1 FTE to support Middle School foreign language, theatre, dance, and applied arts.</p> <p><b>\$80,000</b></p> <p><b>Salary and Benefits</b></p> <p><b>LCFF Base and Sup/Con</b></p> <p>Modify Master Schedules at Middle Schools to ensure all students have access to foreign language, theatre, dance, and applied arts.</p> <p><b>No Cost</b></p>	<p>Hire 1 FTE to support Middle School foreign language, theatre, dance, and applied arts.</p> <p><b>\$80,000</b></p> <p><b>Salary and Benefits</b></p> <p><b>LCFF Base and Sup/Con</b></p> <p>Modify Master Schedules at Middle Schools to ensure all students have access to foreign language, theatre, dance, and applied arts.</p> <p><b>No Cost</b></p>

					<p>health to teacher leads from each school site. Teacher leads from each school site will conduct similar training at school sites.</p> <p><b>\$14,400</b>  <b>12 teachers x 5 days x \$120</b>  <b>Title II</b></p>		
<p>Goal # 7 By 2016-17, the El Centro Elementary School District will offer at least 1 parent training per quarter.</p>	<p>Priority # 3: Parent Engagement</p>	<p>The objective of this goal is develop a parent –school relationship that supports the child throughout their educational career, increase parent involvement</p>	<p>LEA-wide ELL, SED, SPED, FY</p>		<p>Develop a bi-annual survey that addresses the engagement and education needs.  <b>Survey Monkey costs: \$300</b>  <b>And printing costs: \$3000</b>  <b>LCFF Base/Supp. /Conc.</b></p> <p>Develop a committee to coordinate a “Parent Engagement/Parent Education” calendar district-wide.</p> <p>Education Committee will plan activities based on parent needs expressed in survey.</p> <p>Education Committee will coordinate with GATE, ELL, Migrant, and AVID ASES etc.  <b>Possible stipends or substitute costs: \$70 per meeting @ \$2000.</b>  <b>LCFF Base/Supp. /Conc.</b></p>	<p>Recruit and hire full time “Parent Education Liaison” (Classified Confidential Employee)  <b>*Salary plus benefits - \$70,000</b>  <b>*Technology Annual Costs (Verizon Wireless, Cell phone) - \$1,200</b>  <b>Technology start up cost \$3500</b>  <b>LCFF Base/Supp. /Conc.</b></p>	<p>Develop district-wide Parent Resource Center for access to online educational resources and other resources needed to support their students.  Facilities: Use an existing facility  <b>\$0</b></p> <p>Computer 10 computer stations  <b>\$14,000</b></p> <p>Video conferencing equipment  <b>\$5000</b></p> <p>2 Printers &amp; Ink - <b>\$1,000</b></p> <p>Parent Library - <b>\$5,000</b>  <b>Supp. /Conc.</b></p>

					<p>Parent awareness trainings will be offered in the areas of Common Core Standards, College Readiness, homework tips and attendance.</p> <p><b>\$15,000</b> <b>LCFF Base/Supp. /Conc.</b></p>	<p>Parent awareness trainings will be offered in the areas of Common Core Standards, College Readiness, homework tips and attendance.</p> <p><b>\$15,000</b> <b>LCFF Base/Supp. /Conc.</b></p>	<p>Parent awareness trainings will be offered in the areas of Common Core Standards, College Readiness, homework tips and attendance.</p> <p><b>\$15,000</b> <b>LCFF Base/Supp. /Conc.</b></p>
<p>Goal #8: By 2016-17, El Centro Elementary School District will improve articulation with the High School in order to increase the number of students who enter High School ready for higher-level math and AVID programs and Honors classes as Freshman.</p>	<p>Priority #8: Other Data</p>	<p>The objective of this goal is to ensure that our students are well prepared for High School course work, and begin to plan a college or career path.</p>	<p>LEA-wide SED, EL, All</p>		<p>Establish a timeline for articulation between the High School and the Junior High as well as 6th grade teachers with Junior High teachers. At least once the first year to share data about student placement. Review grades and expectations. Principals attend these meetings</p> <p><b>Substitutes/Stipend @\$2,500 Title II</b></p> <p>Research the Elementary AVID implementation</p> <p><b>Travel cost to visit schools with AVID Elementary \$1,000 Supp/Conc.</b></p> <p>Research the Elementary Seal of Bi-literacy Implementation</p> <p><b>N/A</b></p>	<p>Establish a timeline for articulation between the High School and the Junior High as well as 6th grade teachers with Junior High teachers. At least Twice the Second year to share data about student placement. Review grades and expectations. Principals attend these meetings</p> <p><b>Substitutes/Stipend @\$5000 Title II &amp; Supp/Conc.</b></p> <p>Implement AVID Elementary</p> <p><b>School cost: 9 schools \$31,500 annual fee. Plus Summer Institute @15,000/person (9 sites at 4 people per site) \$54,000 Supp/Conc.</b></p> <p>Develop a Pathway for Bi-literacy from Harding to Wilson</p> <p>Implement annual parent orientation for 8th graders going into High Schools, and 6th graders going in to Junior High.</p> <p><b>Materials, advertising \$500 Supp/Conc.</b></p>	<p>Establish a timeline for articulation between the High School and the Junior High as well as 6th grade teachers with Junior High teachers. At least quarterly the third year to share data about student placement. Review grades and expectations. Principals attend these meetings</p> <p><b>Substitutes/Stipend @\$10,000 Title II</b></p> <p>Implement AVID Elementary</p> <p><b>School cost: 9 schools \$31,500 annual fee. Plus Summer Institute @15,000/person (9 sites at 4 people per site) \$54,000 Supp/Conc.</b></p> <p>Develop a Pathway for Bi-literacy from Harding to Wilson</p> <p>Implement annual parent orientation for 8th graders going into High Schools, and 6th graders going in to Junior High.</p> <p><b>Materials, advertising \$500 Supp/Conc.</b></p>

					<p>Implement annual parent orientation for 8th graders going into High Schools, and 6th graders going in to Junior High.  <b>Materials, advertising \$500 Supp/Conc.</b></p> <p>Implement annual Career-College day at all sites.  <b>Materials, advertising \$5,000 Supp/Conc.</b></p> <p>Allow for local college field trips for students in AVID classes.  <b>\$1000/school Kennedy, Wilson \$2000 Supp/Conc.</b></p> <p>Allow for local educational fieldtrips that enrich the students' experiences in the sciences, visual and performing arts and environmental awareness. <b>All Schools \$15,000 Supp/Conc.</b></p>	<p>6th graders going in to Junior High.  <b>, Materials, advertising \$500 Supp/Conc.</b></p> <p>Implement annual Career-College day at all sites.  <b>Materials, advertising \$5,000 Supp/Conc.</b></p> <p>Allow for local college field trips for students in AVID classes.  <b>\$1000/school Kennedy, Wilson, and De Anza \$3000 Supp/Conc.</b></p> <p>Allow for local educational fieldtrips that enrich the students' experiences in the sciences, visual and performing arts and environmental awareness.  <b>All Schools \$15,000 Supp/Conc.</b></p>	<p>Implement annual Career-College day at all sites.  <b>Materials, advertising \$5,000 Supp/Conc.</b></p> <p>Allow for local college field trips for students in AVID classes.  <b>\$1000/school Kennedy, Wilson, and De Anza \$3000 Supp/Conc.</b></p> <p>Allow for local educational fieldtrips that enrich the students' experiences in the sciences, visual and performing arts and environmental awareness.  <b>All Schools \$15,000 Supp/Conc.</b></p>
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B. Identify actions, and the LEA may include any services that support these actions, that will serve low-income, English Learner, foster youth students as identified in Education Code 42238.01 and pupils re-designated as fluent English proficient.



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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal #9:</b> By 2016-17, El Centro Elementary School District will investigate, choose and implement specific strategies district-wide to ensure Socio-Economically Disadvantaged (SED) and foster youth students to increase achievement. The educational outcomes of English Learners will mirror that of the general student population	<b>Priority #4: Student Achievement</b>	The objective of this goal is to strategically and methodically, attempt to reduce the impact of poverty on academics through the use of specific strategies that encourage and support the students of these subgroups.	LEA-wide <b>except IVHSA</b>		<p>Research best practices for assisting students of poverty with principals that includes a parent component. N/A</p> <p>Investigate schools using these best practices.</p> <p><b>Books with research Travel expenses @10,000 Supp/Conc.</b></p> <p>Establish a district tracking and monitoring system to identify Foster Youth that includes a trigger for an SST.</p> <p>Annual Secretary Training will include Foster Youth identification and protocols to follow.</p> <p>Offer Foster Youth space in the ASES program.</p> <p>Investigate resources for Foster Youth and how to distribute the information through FACT Center. N/A</p>	<p>Research best practices for assisting students of poverty with principals that includes a parent component. N/A</p> <p>Investigate schools using these best practices.</p> <p><b>Books with research Travel expenses @10,000 Supp/Conc.</b></p> <p>Select the strategies to be used district-wide.</p> <p>Implement and monitor the district tracking system for Foster Youth.</p> <p>Annual Secretary Training will include Foster Youth identification and protocols to follow.</p> <p>Offer Foster Youth space in the ASES program.</p> <p>Establish Foster Youth Parent Support at FACT Center</p>	<p>Implement and provide training on selected district-wide strategies</p> <p>Monitor that the strategies are being used.</p> <p>Purchase support materials for teachers to implement strategies <b>\$40,000 Supp/Conc.</b></p> <p>Implement and monitor the district tracking system for Foster Youth.</p> <p>Annual Secretary Training will include Foster Youth identification and protocols to follow.</p> <p>Offer Foster Youth space in the ASES program.</p> <p>Continue to support Foster Youth Parent Support at FACT Center</p>

					<p>Purchase of software program that works with CALPAD called Certify CALPADs from Certica Solutions to help identify and keep track, monitor subgroups that make up unduplicated student counts.  <b>\$14,000 3 year plan</b>  <b>\$6000 Year 1</b>  <b>Supp/Conc.</b></p> <p>Reinforce the identification and placement of EL students of with non-traditional measures.</p> <p>Research and share strategies for Long-term English learners versus New Comers (&lt;12 month) and Intermediate English learners  <b>\$5,000 Supp/Conc.</b></p> <p>Establish a district level system for Long-term English learners acknowledging the number of years in ECESD.  <b>\$2,000 Supp/Conc.</b></p>	<p>Purchase of software program that works with CALPAD called certify CALPADs from Certica Solutions to help identify and keep track, monitor subgroups that make up unduplicated student counts  <b>\$14,000 3 year plan</b>  <b>\$4,300 year 2</b>  <b>Supp/Conc.</b></p> <p>Develop a system to address the issues of long-term English learners and New Comers and Intermediate English learners.  <b>\$4,000</b>  <b>Supp/Conc. &amp; Title III</b></p> <p>Train teachers in the researched strategies  <b>\$15,000</b>  <b>Supp/Conc. &amp; Title III</b></p> <p>Monitor long term English Learners are receiving interventions and are targeted for appropriate services as seen by observation tool.  <b>No cost</b></p> <p>Build awareness of ELD next Generation for all staff</p>	<p>Purchase of software program that works with CALPAD called certify CALPADs from Certica Solutions to help identify and keep track, monitor subgroups that make up unduplicated student counts  <b>\$14,000 3 year plan</b>  <b>\$3,700 Year 3</b>  <b>Supp/Conc.</b></p> <p>Implement the selected strategies for Long-term English learners and New Comers and Intermediate English Learners to include materials needed  <b>\$8,000 (sub costs for learning walks and materials)</b>  <b>Supp/Conc. &amp; Title III</b></p> <p>Monitor long term English Learners are receiving interventions and are targeted for appropriate service.  <b>No cost</b></p> <p>Implementation of the New ELD standards</p>
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					<p>Build awareness of ELD next Generation for all staff.</p> <p><b>\$6,000 Supp/Conc.</b></p>	<p><b>\$6,000 Supp/Conc</b></p> <p>Purchase supplementary instructional materials and resources and start transitioning and training teachers, Principals, and coaches to the New ELD Next Generation Standards.</p> <p><b>\$220,000 (\$20,000/site) Supp/Conc &amp; Title III</b></p> <p>Offer summer school at elementary and middle school levels for at risk students both for socio-economically disadvantaged and English learners.</p> <p><b>\$90,000 per school/year total \$180,000 Supp/Conc.</b></p>	<p><b>\$6,000 Supp/Conc.</b></p> <p>Purchase supplementary instructional materials and resources and start transitioning and training teachers, Principals, and coaches to the New ELD Next Generation Standards</p> <p><b>\$35,000 Supp/Conc &amp; Title III</b></p> <p>Investigate need for a district wide New Comers program.</p> <p>Offer summer school at elementary and middle school levels for at risk students both for socio-economically disadvantaged and English learners.</p> <p><b>\$90,000 per school/year total \$180,000 Supp/Conc.</b></p>
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**Local Control and Accountability Plan**

- 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 district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496 (b) for guidance.)

El Centro Elementary School District is receiving an estimated amount in supplemental and concentration of approximately **\$4,483,003**. In 2014-15 we are projecting on spending **\$1,380,616** on new programs and services of this funding. El Centro Elementary has a number of already establish programs and services for these student which we will continue to operate even though they are not mentioned in the LCAP itself of approximately **\$1,500,000**, formerly Economic Impact Aide. Since, El Centro Elementary School District has a very large unduplicated count of approximately 83% we are using these funds in a district-wide manner. Throughout the entire process of writing the LCAP the needs of our special populations were evident in all the data. The ECESD LCAP has 7 goals that directly increase services and programs for the high needs subgroups. Below is a narration on why we feel these are the best use of funds to support our neediest population.

First, the use of money to increase technology will do more than prepare the facilities for testing all students. The portable devices that will be used as mobile labs will be used specifically to help all students’ access complex text for research and collaborative discussion during school hours. This benefits the SED and EL students because many Socio-economically disadvantaged children don’t have this access or support at home. The devices will also be used to schedule on-line intervention time for math and language arts. As most of the CCSS materials on the adoption list include on-line resources, systematic on-line practice and diagnostic tools, the devices will be necessary for accessing much of the curriculum that is aimed to support the EL and SED population. Therefore a percentage of the cost of the tools will be covered by Supplemental and Concentration funds. Parent involvement will play an enormous role in the use of these funds. Based on the input from parent interest groups the primary concern was to have more information about how to understand the Common Core Shifts in education and what that means for their children. They also requested on-going parent training for multiple purposes. The district will be using Supplemental and Concentration Funds to inform parents about their roles, but also to hold targeted parent training that will specifically help parents that need to learn the systems for college career readiness. These same parent groups held that smaller class sizes were a priority for them. This is especially true for the English learners and the low socio economic students who need more individualized attention. The district is responding by implementing the full K-3 class size reduction of 1-24 in year 1 of our LCAP instead of a slower implementation of the reduction.

In response to input from stakeholders concerns that students who are at risk are not offered a broad course of study, the district will begin to purchase materials for supplemental enrichment classes to include language, dance, music and art. These electives will be added to the master schedule so that at risk students will not be denied access because they are in remedial, or language building courses.

The most important research based program currently under consideration for support of our unduplicated population is the AVID program, which is designed specifically to benefit these targeted groups. CESD currently has AVID at the two junior high schools, but plans to see it implemented at the K-8 school as well. AVID is a program that looks for students from struggling backgrounds with parents that have not been to college and don’t know the systems. Over the course of the pathway the students learn how to learn, how to plan, manage time, and juggle multiple activities. ECESD is building a pathway that will connect with the high school pathway.

Foster Youth are considered at –risk students, however in the initial study it was clear that the district lacked an adequate system to successfully identify and monitor these children. It is necessary therefore to implement a system that will allow us to intervene in a timely manner.

- 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 increased or improved services for these pupils in proportion to the increase in the 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 services provided to all pupils.

El Centro Elementary School Districts proportionality percentage for 2014-15 is **14.54%**, we have met this quantitatively by spending more money on services directed toward the unduplicated pupils and qualitatively by additional services we are providing to these targeted students. We have exceed this increase, by providing new services and programs that were not offered before to our neediest children. The activities for the first year of this plan will initially have the District invest in a system that will help us identify and monitor our foster youth group. Currently we have no viable information to help service and monitor this group. Professional development in the first year focuses on the unduplicated population and will have the teachers learning about the latest research for effective instructional strategies for at risk students and language learners. The teachers will then be trained in strategies that are effective for these subgroups. The investment in research materials, time and travel to investigate successful school programs will be the one of the primary focuses for Goal 9. The English learner subgroup will benefit from being placed more strategically in classes that meet their language needs, and by offering them multiple opportunities before and after school hours to practice and learn English with the Rosetta Stone software. The district will be investigating materials for the Next Gen. ELD and purchasing materials that will help the students in their ELD classes. Every program in this plan is new and beyond what is currently offered to the students in our district.