

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****LEA: DIXIE SCHOOL DISTRICT****Contact (Name, Title, Email, Phone Number):** Thomas J. Lohwasser Ed.D, Superintendent, superintendent@dixieschooldistrict.org , (415) 492-3706.**LCAP Year: 2014*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Superintendent and Business Manager met on a weekly basis to understand the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).	A weekly update on LCFF including all funding sources for LCAP. This meeting was instrumental in the writing of the LCAP.
Business Manager and Director of Educational Services met weekly beginning in December 2013 to clarify LCAP goals, actions and services and to begin to plan the steps to include all stakeholders.	These meetings blended the goals, action and services with the expenditures.
Presented to the Board of Trustees at the Public Board Meeting.	These presentations served as information meetings to inform the public and Board of Education of the process the district was using to complete the LCAP.
Superintendent and Business Manager presented to all School Site Councils and gathered feedback.	These meetings informed the community of the process of funding and the next steps in creating the LCAP.
Attended training at Marin County Office of Education to clarify the creation of the LCAP.	These trainings clarified the LCAP timeline and process and included current information in order to meet the specifics of the statute.
Educational Services Director presented the LCFF and LCAP to San Rafael Chamber of Commerce Educational Committee.	Shared information with community members.
Educational Services met with Grade Level Facilitators K-5.	This meeting was the beginning of gathering information and discussing details of LCFF and requested that they be part of the LCAP consultation group.

Involvement Process	Impact on LCAP
English Language Development Assistant met with District English Learner Advisory Committee (DELAC) to discuss the process of LCAP.	This meeting served to inform English Learner parents and teachers of the upcoming LCAP process and timeline.
Attended Webinar on the LCFF and LCAP process.	These training provided direction and clarity on next steps in the LCAP process.
Principal met with parent groups to explain process.	This information sharing is an important part of gathering understanding and comments to use in the LCAP process.
Superintendent met with local bargaining unit.	This meeting served to inform the bargaining unit of the upcoming LCAP process and timeline and how they will be included. It was a time for questions and answers.
Business Manager met with classified staff.	Discussed the funding details in the LCFF.
Educational Services director met with Grade Level Facilitators.	This meeting served to discuss the consulting sections of the LCAP. This was an impact to the LCAP because the teachers were able to ask questions and find out more about the process.
Held an LCAP Consultant meeting.	Selected teachers from each grade and subject and met together for a half-day to discuss the process of consulting and split into small groups. Each group selected draft goals.
Business Manager and Director of Educational Services attended training to prepare the LCAP.	This meeting conducted by MCOE served to help with information gathering and gaining clarity.
Business Manager attended state-wide budget meeting.	These informational meetings have been instrumental in clarifying the information needed to complete the LCAP correctly.
Superintendent met with the Coordinating Council made up of home and school officers.	This meeting serves as a means of communication. Information was shared about the process and feedback was taken.

Involvement Process	Impact on LCAP
Superintendent met with Can Do! Education Foundation.	This meeting serves as a means of communication. Information was shared about the process and feedback was taken.
Superintendent, Business Manager and Director of Educational Services met with Consulting Group consisting of teachers, classified employees, support staff and teachers union.	This meeting was to review and comment on the goals and actions with the initial consulting group. The impact on the LCAP was important and actions and services were changed.
Superintendent, Business Manager and Director of Educational Services met with the District English Learner Advisory Committee (DELAC)	This is a meeting that is spelled out in the statute and served as an advisory meeting. During this meeting questions were answered and improvements were made to the LCAP 3B.
Superintendent responded to the questions in writing.	The superintendent responded to all questions from the DELAC meeting.
Met with Parent Advisory Group consisting of all school site council members from all schools.	This is a meeting that is spelled out in the statute and served as an advisory meeting. During this meeting parents from all schools were able to review the LCAP and comment. Questions were answered and improvements were made to the LCAP.
Superintendent responded to the questions in writing.	The superintendent responded to all questions from the Parent Advisory Group meeting.
Open Hearing at Board of Education meeting on preliminary LCAP.	Open Hearing on preliminary LCAP giving opportunity for public comment.
Board of Education meeting.	Board Of Education Report.
Open Hearing for final LCAP approval.	LCAP Open Hearing.
Board of Education approval.	Board of Education approval.

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?

Preliminary

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		2014-15	2015-2016	2016-17	
<p>NEED: Stay Competitive with salaries</p> <p>Metric: Competitive Salaries: CTA Comparison</p> <p>NEED: Continue to monitor credentials</p> <p>Metric: Credential Data: Credential Monitoring Report</p> <p>NEED: Continue to monitor</p>	<p>1. Conditions of Learning To identify, attract, and retain outstanding staff.</p>	All pupils	All schools	none	Students will be highly engaged in learning and increase achievement.	Students will be highly engaged in learning and increase achievement.	Students will be highly engaged in learning and increase achievement.	1, 2

<p>attendance</p> <p>Metric: Attendance reports</p> <p>NEED: Increase achievement</p> <p>Metric: CST, CMA, CELDT and API</p>								
<p>NEED: Have safe and clean learning environments</p> <p>Metric: Williams Report</p> <p>NEED: Safe and maintained schools</p> <p>Metric: Facility Report</p> <p>NEED: Safe schools</p> <p>Metric: California Healthy Kids Survey,</p>	<p>2. Condition of Learning Routinely maintain and update facilities to provide a clean, safe environment.</p>	<p>All pupils</p>	<p>All schools</p>	<p>none</p>	<p>Students will learn in clean, safe environments.</p> <p>Students will feel safe at school.</p>	<p>Students will learn in clean, safe environments.</p> <p>Students will feel safe at school.</p>	<p>Students will learn in clean, safe environments.</p> <p>Students will feel safe at school.</p>	<p>1</p>

student surveys								
<p>NEED: Provide ongoing professional support</p> <p>Metric: Professional Development log, PD Needs assessment</p> <p>NEED: Adoption Standards Based Materials</p> <p>Metric: Curriculum Information</p> <p>NEED: Access to current adopted materials</p> <p>Metric: Curriculum overviews, course offerings</p> <p>Williams Act</p>	<p>3. Condition of Learning Continue to provide professional development opportunities.</p>				<p>Students will be introduced to researched based best practices through teaching strategies.</p> <p>Student will have access to the current adopted materials.</p>	<p>Students will be introduced to researched based best practices through teaching strategies.</p> <p>Student will have access to the current adopted materials.</p>	<p>Students will be introduced to researched based best practices through teaching strategies.</p> <p>Student will have access to the current adopted materials.</p>	2

<p>NEED: Maintain current class size</p> <p>Metric: Enrollment Projections Demographic study</p> <p>NEED: Increase achievement</p> <p>Metric: CST, CMA, CELDT, API and local measures</p> <p>NEED: Additional Space for students</p> <p>Metric: Inter-District Intra-District Transfers</p> <p>NEED: Students to feel safe at school</p> <p>Metric: California</p>	<p>4. Condition of Learning Maintain optimal class size and configuration to enhance learning for all and create a positive school climate.</p>	<p>All pupils</p>	<p>All schools</p>	<p>none</p>	<p>Student will increase achievement through smaller class sizes.</p> <p>Students will feel safe at school.</p>	<p>Student will increase achievement through smaller class sizes.</p> <p>Students will feel safe at school.</p>	<p>Student will increase achievement through smaller class sizes.</p> <p>Students will feel safe at school.</p>	<p>1, 2, 6, 4, 5</p>
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Healthy Kids Survey								
<p>NEED: Adopt Materials</p> <p>Metric: CDE Adoption Schedule CCSS Funding plan</p> <p>NEED: Funding to purchase current materials</p> <p>Metric: Receipt and distribution of materials</p> <p>NEED: Students will make continuous progress</p> <p>Metric: CCSS Report Card and CST, CMA, CELDT and API</p> <p>NEED: Training, Hardware and</p>	<p>5. Condition of Learning Implement academic and performance standards for all students.</p>				Students will make annual progress.	Students will make annual progress.	Students will make annual progress.	2

<p>Software</p> <p>Metric: Technology Training attendance log</p>								
<p>NEED: Planning Time for Teachers</p> <p>Metric: Scope and Sequence Year Long Planning guides</p> <p>NEED: Long Term Planning</p> <p>Metric: Curriculum overviews and course offerings</p> <p>NEED: Purchase adopted instructional materials</p> <p>Metric: Board approved Expenditure</p>	<p>6. Condition of Learning Provide access to a broad course of study for all students including special needs population.</p>	<p>All pupils</p>	<p>All schools</p>	<p>none</p>	<p>Students will have access to the current instruction strategies and CCSS aligned materials.</p>	<p>Students will have access to the current instruction strategies and CCSS aligned materials.</p>	<p>Students will have access to the current instruction strategies and CCSS aligned materials.</p>	<p>7</p>

Plan for CCSS materials								
<p>NEED: Increase achievement</p> <p>Metric: CST, CMA, CELDT, API, Sub group data and redesignation data</p> <p>NEED: Staff Development regarding new assessments</p> <p>Metric: State Assessment</p>	<p>7. Pupil Outcome Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention.</p>	All pupils	All schools	none	High need students and all subgroup students will increase achievement scores.	High need students and all subgroup students will increase achievement scores.	High need students and all subgroup students will increase achievement scores.	4, 8
<p>NEED: Increased family Engagement</p> <p>Metric: Parent Survey, School Site Survey, SARC, School Site Plans and Attendance logs from</p>	<p>8. Engagement Increase family involvement to promote greater participation in decision making.</p>				Students will be more connected to school by participating in school activities with their families.	Students will be more connected to school by participating in school activities with their families.	Students will be more connected to school by participating in school activities with their families.	3, 5, 6

<p>events</p> <p>NEED: Increase attendance</p> <p>Metric: Attendance reports, suspension and expulsion rates</p>								
<p>NEED: Increased Engagement</p> <p>Metric: Parent Survey, School Site Survey, SARC, School Site Plans and SARB</p> <p>NEED: Increase attendance</p> <p>Metric: Attendance reports, suspension and expulsion rates</p>	<p>9. Engagement Continue to provide enrichment opportunities to promote connectedness and increase attendance.</p>				<p>Students will become more connected to school by participating in activities with their families.</p> <p>Student will attend school regularly and decrease tardiness.</p>	<p>Students will become more connected to school by participating in activities with their families.</p> <p>Student will attend school regularly and decrease tardiness.</p>	<p>Students will become more connected to school by participating in activities with their families.</p> <p>Student will attend school regularly and decrease tardiness.</p>	<p>3, 5, 6</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
1. Conditions of Learning To Identify, attract, and retain outstanding staff.	1, 2	To hire and retain highly qualified teachers including special education and support staff. Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).	LEA-wide	none	Fund credentialed personnel, classified support staff and administrators. Staff salaries and benefits General Fund \$12,002,766 Staff Development General Fund \$59,335 BTSA General Fund \$25,343	Fund credentialed personnel, classified support staff and administrators. Staff salaries and benefits General Fund \$12,152,772 Staff Development General Fund \$36,175 BTSA General Fund \$25,343	Fund credentialed personnel, classified support staff and administrators. Staff salaries and benefits General Fund \$12,227,776 Staff Development General Fund \$36,175 BTSA General Fund \$25,343

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)?		
					2014-15	2015-16	2016-17
					instructional materials and technology. General Fund \$59,335 (Same funding as Goal #1 - staff development) Partner with Can Do! for Technology reserve funding	instructional materials and technology. General Fund \$36,175 (Same funding as Goal #1 - staff development) Partner with Can Do! for Technology reserve funding	instructional materials and technology. General Fund \$36,175 (Same funding as Goal #1 - staff development) Partner with Can Do! for Technology reserve funding
4. Condition of Learning Maintain optimal class size and configuration to enhance learning for all and create a positive school climate.	1, 2, 6	Continue Class Size Reduction. Continue programs that promote positive school climate. Continue to provide enrichment activities for all high-achieving students. Continue to maintain	LEA-Wide	none	Update and regularly maintain Enrollment Projections. Fund District-wide credentialed teachers and classified support staff. Salary and benefits General Fund	Update and regularly maintain Enrollment Projections. Fund District-wide credentialed teachers and classified support staff. Salary and benefits General Fund	Update and regularly maintain Enrollment Projections. Fund District-wide credentialed teachers and classified support staff. Salary and benefits General Fund

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)?		
					2014-15	2015-16	2016-17
		nursing services at all schools.			<p>\$2,298,079 (included in Goal #1, credentialed staffing)</p> <p>Continue to fund activities to create a safe school program including counselors. General Fund \$272,052</p> <p>Enhance and increase enrollment in Discovery Days. Continue to address instructional strategies for high-achieving students. General Fund \$12,000</p> <p>Continue to fund nurse services</p>	<p>\$2,298,079 (included in Goal #1, credentialed staffing)</p> <p>Continue to fund activities to create a safe school program including counselors. General Fund \$272,052</p> <p>Enhance and increase enrollment in Discovery Days. Continue to address instructional strategies for high-achieving students. General Fund \$12,000</p> <p>Continue to fund nurse services</p>	<p>\$2,298,079 (included in Goal #1, credentialed staffing)</p> <p>Continue to fund activities to create a safe school program including counselors. General Fund \$272,052</p> <p>Enhance and increase enrollment in Discovery Days. Continue to address instructional strategies for high-achieving students. General Fund \$12,000</p> <p>Continue to fund nurse services</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
					Staff and supplies General Fund \$74,152	Staff and supplies General Fund \$74,152	Staff and supplies General Fund \$74,152
5. Condition of Learning Implement academic and performance standards for all students.	2	Implement Common Core State Standards including staff development, instructional materials and technology. Continue to enhance understanding of technology use in the classroom for all learners. Continue to fund hardware for student learning.	LEA-Wide	none	Implement Common Core State Standards including staff development, instructional materials and technology. General Fund \$197,835	Implement Common Core State Standards including staff development, instructional materials and technology. General Fund \$150,000	Implement Common Core State Standards including staff development, instructional materials and technology. General Fund \$180,000
6. Condition of Learning Provide access to a broad course of study for all students including special needs population.	7	Continue to offer a broad course of study to all students including special education and high achieving students Continue to provide high	LEA-Wide	none	Continue to offer a broad course of study to all students including special education. Fund Music program.	Continue to offer a broad course of study to all students including special education. Fund Music program.	Continue to offer a broad course of study to all students including special education. Fund Music program.

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)?		
					2014-15	2015-16	2016-17
		<p>level library services for all students.</p> <p>Continue to promote fine arts in all schools</p>			<p>Staff and supplies General Fund \$301,728 (included in Goal #1 - Credential staff)</p> <p>Continue to enhance library services with multimedia. Staff and supplies General Fund \$304,319</p>	<p>Staff and supplies General Fund \$301,728 (included in Goal #1 - Credential staff)</p> <p>Continue to enhance library services with multimedia. Staff and supplies General Fund \$304,319</p>	<p>Staff and supplies General Fund \$301,728 (included in Goal #1 - Credential staff)</p> <p>Continue to enhance library services with multimedia. Staff and supplies General Fund \$304,319</p>
<p>7. Pupil Outcome Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention.</p>	4, 8	<p>Improve pupil achievement scores.</p> <p>Teachers will implement the CCSS curriculum and assess student progress to determine targeted intervention and special education needs.</p> <p>Purchase hardware and</p>	LEA-Wide	none	<p>Continue to be updated on the State Assessment program and monitor individual student's overall achievement. Staff and supplies General Fund \$106,028</p>	<p>Continue to be updated on the State Assessment program and monitor individual student's overall achievement. Staff and supplies General Fund \$106,028</p>	<p>Continue to be updated on the State Assessment program and monitor individual student's overall achievement. Staff and supplies General Fund \$106,028</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
		software for all schools.			Investigate summer school program	Create summer school program	Create summer school program
8. Engagement Increase family involvement to promote greater participation in decision making.	3, 5, 6	Continue to promote family involvement Increase community events to enhance family engagement	LEA-Wide	none	Identify preferred methods of communication for all families. General Fund \$5,510 Conduct parent surveys regarding communication, pupil engagement and safety.	Identify preferred methods of communication for all families. General Fund \$5,510 Conduct parent surveys regarding communication, pupil engagement and safety.	Identify preferred methods of communication for all families. General Fund \$5,510 Conduct parent surveys regarding communication, pupil engagement and safety.
9. Engagement Continue to provide enrichment opportunities to promote connectedness and increase attendance.	3, 5, 6	Continue to collaborate with Home and School Clubs and CAN DO to provide excellent programs. Continue to have access to all bus transportation.	LEA-Wide	none	Extend scholarships to those in need. By offering school bus transportation student will attend school regularly and decrease tardiness. Staff and supplies General Fund \$672,976	Extend scholarships to those in need. By offering school bus transportation student will attend school regularly and decrease tardiness. Staff and supplies General Fund \$672,976	Extend scholarships to those in need. By offering school bus transportation student will attend school regularly and decrease tardiness. Staff and supplies General Fund \$672,976

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
<p>1. Conditions of Learning To Identify, attract, and retain outstanding staff.</p>	1,2	<p><i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Hire and retain highly qualified teachers and support staff with the proper credentialing to work with low income (LI) pupils, English learners (EL) and foster youth (FY).</p> <p>Provide additional training for all staff who teach low income students.</p>	LEA-Wide	none	<p>Fund credentialed personnel and classified support staff. Salaries and benefits General Fund \$10,834,794</p> <p>Investigate and become familiar with the new ELD Standard through Professional Development.</p>	<p>Fund credentialed personnel and classified support staff. Salaries and benefits General Fund \$10,984,842</p> <p>Implement new ELD Standards.</p>	<p>Fund credentialed personnel and classified support staff. Salaries and benefits General Fund \$11,059,806</p> <p>Refine the ELD Standards and introduce new CELDT Assessment to staff and parents.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
		<p>Provide additional training for all staff who teach English language learners.</p> <p>Provide additional training for all staff who teach foster youth students.</p>			<p>Provide additional training for credentialed and classified staff in response to LI, EL, FY students. General Fund \$17,430</p>	<p>Provide additional training for credentialed and classified staff in response to LI, EL, FY students. General Fund \$4,430</p>	<p>Provide additional training for credentialed and classified staff in response to LI, EL, FY students. General Fund \$4,430</p>
<p>2. Condition of Learning Routinely maintain and update facilities to provide a clean, safe environment.</p>	1	<p><i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Open facilities to families who need additional instruction or use of technology.</p>			<p>Open and staff facilities. General Fund \$8,319</p>	<p>Open and staff facilities. General Fund \$8,319</p>	<p>Open and staff facilities. General Fund \$8,319</p>
<p>3. Condition of Learning Continue to provide professional development opportunities.</p>	2	<p><i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i></p>			<p>Provide professional development to staff regarding all subgroups. General Fund</p>	<p>Provide professional development to staff regarding all subgroups. General Fund</p>	<p>Provide professional development to staff regarding all subgroups. General Fund</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
		Continue to offer professional development to increase instructional strategies for LI, EL and FY students.			\$11,725	\$5,005	\$5,005
4. Condition of Learning Maintain optimal class size and configuration to enhance learning for all and create a positive school climate.	1, 2, 6	<i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i> Continue Response to Intervention to meet the needs of LI, EL and FY students.			Configure Response to Intervention to meet the needs of subgroups. Staff salaries and benefits General Fund \$342,034	Configure Response to Intervention to meet the needs of subgroups. Staff salaries and benefits General Fund \$342,034	Configure Response to Intervention to meet the needs of subgroups. Staff salaries and benefits General Fund \$342,034
5. Condition of Learning Implement academic and performance standards for all students.	2	<i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i> Continue to enhance service to all subgroups by including reteach and intervention in their daily schedule with classroom instructional aides.			Fund Intervention Specialists. Staff salaries and benefits General Fund \$99,194	Fund Intervention Specialists. Staff salaries and benefits General Fund \$99,194	Fund Intervention Specialists. Staff salaries and benefits General Fund \$99,194
6. Condition of Learning Provide access to a broad course of study for all students	7	<i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i>			Purchase additional materials to enhance access to sequential,	Purchase additional materials to enhance access to sequential,	Purchase additional materials to enhance access to sequential,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
including special needs population.		Equitable access for all students to sequential, articulated instruction.			articulated instruction. General Fund \$90,100 Provide afterschool assistance. General Fund \$8,319 (Same funding as Goal #2)	articulated instruction. General Fund \$90,100 Provide afterschool assistance. General Fund \$8,319 (Same funding as Goal #2)	articulated instruction. General Fund \$90,100 Provide afterschool assistance. General Fund \$8,319 (Same funding as Goal #2)
7. Pupil Outcome Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention.	4, 8	<i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i> Regularly evaluate levels of proficiency and determine individual learning needs for targeted intervention.			Maintain early intervention practices for English language learners. Staff salaries and benefits General Fund \$55,306 Create new procedure	Maintain early intervention practices for English language learners. Staff salaries and benefits General Fund \$55,306 Create new procedure	Maintain early intervention practices for English language learners. Staff salaries and benefits General Fund \$55,306 Create new procedure

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
					<p>which will get CELDT scores to personnel immediately.</p> <p>Improve pupil achievement scores on learning assessment among high need students groups.</p> <p>Continue to monitor closely the CELDT and State Testing. General Fund \$30,000</p>	<p>which will get CELDT scores to personnel immediately.</p> <p>Improve pupil achievement scores on learning assessment among high need students groups.</p> <p>Continue to monitor closely the CELDT and State Testing. General Fund \$30,000</p>	<p>which will get CELDT scores to personnel immediately.</p> <p>Improve pupil achievement scores on learning assessment among high need students groups.</p> <p>Continue to monitor closely the CELDT and State Testing. General Fund \$30,000</p>
<p>8. Engagement Increase family involvement to promote greater participation in decision making.</p>	3, 5, 6	<p><i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Supply parents avenues to increase their involvement in their student’s learning.</p>			<p>Hire additional staff to coordinate parent educational events. General Fund \$8,319 (Same funding as Goal #2)</p>	<p>Hire additional staff to coordinate parent educational events. General Fund \$8,319 (Same funding as Goal #2)</p>	<p>Hire additional staff to coordinate parent educational events. General Fund \$8,319 (Same funding as Goal #2)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	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)?		
					2014-15	2015-16	2016-17
9. Engagement Continue to provide enrichment opportunities to promote connectedness and increase attendance.	3, 5, 6	<i>For low income pupils:</i> <i>For English learners:</i> <i>For foster youth:</i> <i>For redesignated fluent English proficient pupils:</i> Investigate before and after school homework clubs. Continue to create opportunities for all families to feel connected.			Hire staff for clubs and extracurricular opportunities. General Fund \$9,244	Hire staff for clubs and extracurricular opportunities. General Fund \$9,244	Hire staff for clubs and extracurricular opportunities. General Fund \$9,244

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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 districtwide 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.)

The Dixie School District will receive an increase of funds of \$209,269 which is generated on the basis of the number of concentration of low income, foster youth and English learner pupils
 The District will continue the intervention and class size reduction to enhance instruction which have benefited all students as well as special education and the targeted special subgroup populations. The Dixie District will supply these targeted special subgroup populations with personnel to enrich their school experience by decreasing the teacher to student ratio in the classroom in K-5 by continuing to have class size reduction. In addition, there will be instructional assistance in most classes and the student, if needed, will attend intervention

classes in reading, math and English Language Development. This is a district wide program, but the number of special subgroups is taken into consideration when assigning personnel to work at the various sites.

- The intervention support at Miller Creek Middle School will have .4 FTE Certificated staff in order to meet the needs in the intervention support class.
- The intervention support at Dixie School, Mary E. Silveira School and Vallecito School consists of classroom Instructional Assistants, Literacy Intervention Aides and ELD Instructional Aides. This allows for a lower staff to student ratio and staff dedicated to the needs of our targeted special subgroups.
- The English Language Development Assistant will be 20 hours per week.
- The District plans to hire temporary employees to score the CELDT Assessments which will provide instant results that will be instrumental in placing English Learners in the correct intervention classes.
- The District will expand its Ed1Stop license to include a Spanish version of the product.
- The District will update their intervention curriculum and purchase an online intervention for mathematics.

The Dixie District API ranges in the 900-915 over the last three years. In 2007 the Low Income subgroup API was 635 in 2012 it was 790. That is an increase of 155 points in five years. The intervention process and structure is making it possible to close the achievement gap. The subgroup of Students with Disabilities has increased 86 points from 2007-2012. The Response to Intervention is working to increase achievement. This is the most effective use of the funds to meet the district goals for (unduplicated pupil) targeted special subgroup populations.

- 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.

The Dixie District's minimum proportionality percentage is 1.71%. The District has increased or improved services in the following areas:

- The district has Literacy Intervention Aides and ELD Instructional Aides that provide direct support to our targeted sub groups. The FTE for Instructional Aides that provide service to all students is 21.84 FTE. The Literacy Intervention Aides and ELD Instructional Aides FTE total is 2.625 which is a 12.0% increase in service for our targeted students.
- The intervention support at Miller Creek Middle School is .4 FTE classroom teachers. Total classroom teacher FTE that provides

services to all students is 94.1. The .4 is a .43% increase in services for our targeted students.

- The English Language Development Assistant is 20 hours per week. We do not have a similar position that services all students, so this is a 100% increase in services to our targeted students.

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.

Preliminary