

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

**Introduction:**

**LEA: Cold Spring School District    Contact : Tricia Price, Superintendent/Principal 805.969.2678    tprice@coldspringschool.net    LCAP  
Year: 2013-14**

***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)*

**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
<p>As early as March, 2014, stakeholders were introduced to the LCAP template and asked for input. Because Cold Spring is a small, single school District (170 students), constituents mentioned below in the timeline for development served as the LCAP Advisory Committee:</p> <ul style="list-style-type: none"> <li>• The LCAP was an item for discussion at the March 13, 2014 Board meeting.</li> <li>• LCAP development was an item on the March 18, 2014 School Site Council agenda, and on the March 5, 2014 staff meeting agenda. Immediately after this meeting, Cold Spring Association had an opportunity to give input to the development of the LCAP.</li> <li>• On March 18, 2014, the Superintendent/Principal (S/P) described the process of developing the LCAP to the Parent Club, the timeline for development, and the opportunity for a Public Hearing in June. The S/P gave the same presentation for the Cold Spring Foundation on March 19.</li> <li>• On April 14, 2014, a draft LCAP was presented to the Board for their review and feedback.</li> <li>• In April and in May, the S/P met with the two Teachers on Special Assignment who are focusing on Common Core instruction this year, and they helped refine and develop goals. Also in May, In the weekly newsletter that goes out to all parents and some community members, there was an invitation to attend the May Board meeting and the May 20 School Site Council meeting, where those in attendance would be going over the results of the Parent</li> </ul>	<p>Stakeholders were asked to prioritize, from among the state's eight priorities, three local priorities. Those identified were Parent Involvement, Pupil Achievement, and Teacher Quality. In addition, in the Spring, a Parent Satisfaction Survey went out to all Cold Spring families, which is done every other year. There was a 64% response rate. The responses to this survey indicated that what parents value most at Cold Spring are the quality staff, small class size, instructional assistants in every classroom, our specialist program, and parent involvement and a community feel. Because these priorities were identified by constituents, they guided the development of LCAP goals. In the development of the LCAP, these parent values were incorporated into the goals (see goals). Goals focused on:</p> <ul style="list-style-type: none"> <li>• Using assessments and instructional supports to raise the achievement of our lowest achieving students while continuing to challenge and support all students</li> <li>• Supporting English Learners toward reclassification</li> <li>• Increasing opportunities for parent involvement</li> <li>• Providing on-going professional development and support for teaching staff, focusing particularly on implementation of the Common Core standards</li> <li>• Maintain small class size to ensure differentiated instruction</li> <li>• Maintain the Specialist Programs in art, technology, PE, music, and library</li> </ul>

Involvement Process	Impact on LCAP
<p>Satisfaction Survey, and using these results to guide the development of the LCAP. The S/P also presented this information at the May 13 Montecito Association meeting and invited community members to attend the May 20 SSC meeting.</p> <ul style="list-style-type: none"> <li>• Another May newsletter included the date for the LCAP Public Hearing (June 2, 2014), and encouraged parents and community members to attend and/or to provide written comment regarding the development of the LCAP.</li> <li>• The LCAP was Board-adopted on June 9, 2014.</li> </ul> <p>The student achievement data in the 2013-14 Single Plan for Student Achievement, as well as the most recently updated LEA Plan, were made available to stakeholders to inform the LCAP goal-setting process. In addition, more recent results from newly developed Common Core benchmarks were made available to parents at conference time in November, 2013, and then again in March, 2014. Teachers on Special Assignment gave Common Core presentations to the Parent Club, the Cold Spring Education Foundation, and the School Board. In addition, guest presenters from the secondary district that Cold Spring feeds into made a presentation on the Common Core math pathway adopted for seventh through twelfth graders in that District.</p> <p>At Cold Spring, we have five students who have been identified as having a primary language other than English, and two of those five have been reclassified as RFEP. Two of the remaining three receive reading support from our Reading Specialist. Parents of these students are represented in the groups described above</p>	

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>(Foundation, Parent Club, School Site Council), but because our English Learner population is so small, we do not have an English Learner Advisory Committee. We serve no Foster Youth or socioeconomically disadvantaged students at Cold Spring.</p>	

## **Section 2: Goals and Progress Indicators**

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

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

### **Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority, LEA districts and CCSS standards that all priorities included and identified; each may be linked 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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>NEED and METRIC:</b> 25% of third graders are Basic or Below Basic in Language Arts as identified by the California Standards Test and local assessments (Fountas and Pinnell Benchmark Assessment System)	<b>GOAL ONE:</b> 100% of third grade will be reading at grade level by the end of the 2013-14 school year. Using the Benchmark Assessment System (BAS), baseline data will be set at the beginning of the school year, and then again at the end of the school year. The BAS provides a grade level independent and guided reading report.	2013-14 third graders	all	Students will be assessed at the end of the school year using the Basic Assessment of Skills (BAS)	<b>100% of fourth graders are reading at or above grade level as measured by the BAS and local benchmark assessments</b>	<b>100% of fifth graders are reading at or above grade level as measured by the BAS and local benchmark assessments</b>	<b>100% of fifth graders are reading at or above grade level as measured by the BAS and local benchmark assessments</b>	<b>LCAP Priority 4:</b> Pupil Outcomes: P <b>LCAP Priority 2:</b> Conditions Learning: Implementation of State Standards



<p><b>NEED and METRIC:</b> Three of our five English Learners have not been reclassified. One of those students is a second grader, one is a fifth grader who came to Cold Spring in fourth grade, the third is a kindergartener. The reclassification team uses the CELDT, the BAS, and program assessments as criteria.</p>	<p><b>GOAL TWO:</b> By the end of fourth grade, English Learners who have not been reclassified will meet reclassification criteria, using CELDT results, the BAS, classroom performance, and program assessments to monitor progress. Using the BAS and the CELDT, and with weekly support and assessment from the Reading Specialist, baseline data will be set at the beginning of the school year, and progress measured at the end of the school year. The BSA provides a grade level independent and guided reading report. Our two reclassified students will continue to be monitored using the same assessments.</p>	<p>English Learners, reclassified English Learners</p>	<p>All</p>	<p>Analysis of annual CELDT scores; annual BAS results; benchmark and program assessments</p>	<p>Students will show a year's growth in reading level as measured by the BSA and an increase in reading and writing on the CELDT</p>	<p>Fifth grader will be reclassified as RFEP in sixth grade  If kindergartener not making progress, she will receive support from the reading specialist.  Reclassified students will continue to progress</p>	<p>Second grader will be in fourth grade and qualify to be reclassified  Kindergartener will be in second grade and will continue to receive reading support if appropriate.</p>	<p><b>LCAP Priority 4:</b> Pupil Outcomes: P Achievement <b>LCAP Priority 2:</b> Conditions Learning: Implementation of State Standards</p>
<p><b>NEED and METRIC:</b> Class size needs to remain small to meet the unique needs of every student. This is a local priority as indicated on the Parent Satisfaction Survey.</p>	<p><b>GOAL THREE:</b> In the building of the annual budget, the Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made</p>	<p>All</p>	<p>All</p>	<p>Monthly/Annual staffing and enrollment report will</p>	<p>Average Class size will be 15.</p>	<p>Average Class size will be 15.</p>	<p>Average Class size will be 15, and the Parent Satisfaction Survey will indicate that</p>	<p><b>LCAP Priority 4:</b> Pupil Outcomes: P Achievement <b>LCAP Priority 2:</b> Conditions Learning:</p>

<p>Parent Satisfaction will be measured with the results of the next Survey.</p>	<p>that support small class size and are adequately funded.</p>			<p>show average class size remaining at 17 or fewer</p>			<p>this is still a local priority.</p>	<p>Implementati of State Standards <b>LCAP Priorit</b> <b>3:</b> Engagem Parent Involvement <b>LCAP Priorit</b> <b>6:</b> Engagem School Clima <b>LCAP Priorit</b> <b>1:</b> Conditions Learning: Ba: <b>Local priorit</b> small class si</p>
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil 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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>NEED and METRIC:</b> Teachers need continuing Professional Development opportunities, focusing on effective implementation of the Common Core Standards, as measured by frequent formative assessments, Principal observation and coaching opportunities, and self-reporting. Highly qualified teachers will also be reflected in and measured by the maintenance of Williams Act compliance</p> <p><b>(SEE ADDENDUM I)</b></p>	<p><b>GOAL FOUR:</b> By the end of the 2014-15 school year, all teachers will utilize effective instructional strategies and materials that move all students toward mastery of the Common Core Standards in math and ELA, as measured by frequent formative assessments, summative assessments; report card, Principal observation and evaluation, and coaching opportunities. 2011-12, 2012-13, and 2013-14, we have been moving toward full implementation of the Common Core Standards. In 2013-14, our students took the SBAC Field Test,</p>	All	All	<p>Benchmark and summative assessments demonstrate student progress toward Common Core Standard mastery</p> <p>Williams Act compliance will be maintained</p>	<p>Students will receive instructional programs and strategies that are based on the Common Core standards</p> <p>Williams Act compliance will be maintained</p>	<p>Students will begin to demonstrate on the Smarter Balanced assessment (SBAC) progress toward mastery of Common Core standards. This is dependent on when the actual baseline data for the SBAC will be established</p> <p>Williams Act</p>	<p>Students will continue to make progress toward mastery of the Common Core standards as measured by the SBAC.</p> <p>Williams Act compliance will be maintained</p>	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement <b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards <b>LCAP Priority 3:</b> Engagement: Parent Involvement <b>LCAP Priority 6:</b> Engagement: School Climate <b>LCAP Priority</b></p>

	<p>but we will receive no individual results. We anticipate getting results from the 2014-15 SBAC assessment, and need to prepare the students effectively. To support this, we will continue to have a Teacher on Special Assignment (TOSA) to support curriculum and instruction in 2014-15.</p>					<p>compliance will be maintained</p>	<p><b>1: Conditions of Learning: Basic</b>          (“Williams Act”)   <b>Local priority:</b>          highly qualified teaching staff;          Attracting and retaining highly qualified teachers</p>
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal 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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>NEED and METRIC:</b> Parent involvement can be improved continually; parent response to Parent Satisfaction Survey expressed they value the school connectedness and community feel at Cold Spring</p> <p><b>SEE ADDENDUM II</b></p>	<p><b>GOAL FIVE:</b> Parents and community are provided additional opportunities for involvement and input into the decision-making process; parent education nights will be provided for interested parents in the areas identified on the Parent Satisfaction Survey: Common Core Standards and safe and ethical use of technology</p>	All	All	<p>Parent Satisfaction Survey done every other year will show increased parent involvement and school connectedness</p>	<p>Parents will be better equipped to support student learning at home, and student learning outcomes will improve</p> <p>Parent and student engagement will increase</p>	<p>Parent response to Parent Satisfaction Survey will indicate increased connectedness to school and that they continue to value the community feel at Cold Spring</p>	<p>Foundation, Parent Club, School Site Council will see increased membership and new members</p> <p>Increased Parent involvement will lead to improvement in parent support at home for student learning</p>	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement <b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards <b>LCAP Priority 3:</b> Engagement: Parent Involvement <b>LCAP Priority 6:</b> Engagement: School Climate  <b>Local Priority:</b> school</p>

									connectedness , community feeling
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal 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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>NEED and METRIC:</b> Cold Spring needs to continue to support the Specialist program, as responses to	<b>GOAL SIX:</b> The Cold Spring budget, with the help of Foundation financial support, will continue to	All	All		Because of an enriched course of study, student	Because of an enriched course of study, student	Because of an enriched course of study,	<b>LCAP Priority 4:</b> Pupil Outcomes: Pupil

<p>the Parent Satisfaction Survey indicated it to be of high value. This will be measured by maintaining student engagement as indicated by zero suspension and expulsion rate, regular attendance, and low absenteeism.</p>	<p>support specialists in technology, PE, art, library, and music.</p>				<p>engagement will increase.</p> <p>Student engagement will have a positive impact on attendance and absenteeism, and maintain a zero suspension and expulsion rate</p> <p>Engagement in the arts will enhance Common Core standards mastery by supporting critical and creative thinking and collaboration</p> <p>Research shows that student achievement is boosted with a robust arts program, especially for English</p>	<p>engagement will increase.</p> <p>Student engagement will have a positive impact on attendance and absenteeism, and maintain a zero suspension and expulsion rate</p> <p>Engagement in the arts will enhance Common Core standards mastery by supporting critical and creative thinking and collaboration</p> <p>Research shows that student achievement is boosted with a robust arts program, especially for English</p>	<p>student engagement will increase.</p> <p>Student engagement will have a positive impact on attendance and absenteeism, and maintain a zero suspension and expulsion rate</p> <p>Engagement in the arts will enhance Common Core standards mastery by supporting critical and creative thinking and collaboration</p> <p>Research shows that student</p>	<p>Achievement <b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards <b>LCAP Priority 3:</b> Engagement: Parent Involvement <b>LCAP Priority 6:</b> Engagement: School Climate <b>LCAP Priority 5:</b> Engagement: Pupil engagement <b>LCAP Priority 7:</b> Conditions of Learning: Course Access <b>LCAP Priority 8:</b> Pupil Outcomes: Other Pupil Outcomes <b>Local priority:</b> specialist program engagement Parental involvement</p>
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					<p>Learners and low-income students</p> <p>The arts offer additional opportunities for parental involvement</p>	<p>Learners and low-income students</p> <p>Due to increased student engagement, discipline referrals will decrease and positive attitudes will develop</p>	<p>achievement is boosted with a robust arts program, especially for English Learners and low-income students</p> <p>Due to increased student engagement, discipline referrals will decrease and positive attitudes will develop</p>	
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### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
100% of third grade will be reading at grade level by the end of the 2013-14 school year. Using the Benchmark Assessment System (BAS), baseline data will be set at the beginning of the school year, and then again at the end of the school year. The BAS provides a grade level independent and guided reading report	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement</p> <p><b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards</p>	<p>Purchase Fountas and Pinnell Basic Assessment System Kits.</p> <p>Provide Reading Specialist support to those students not reading at grade level.</p>	LEA	<p>Students will be assessed at the end of the school year using the Benchmark Assessment System (BAS)</p>	<p>Purchase additional Fountas and Pinnell Benchmark Assessment Systems (BAS) as needed</p> <p>Approximate Cost: \$375.00 per kit, Fund 01</p> <p>Provide Reading Specialist support to those students not reading at grade level.</p> <p>Approximate cost for Reading Specialist, 70% FTE: \$60,000 from Fund 01</p>	<p>Purchase additional Fountas and Pinnell BAS as needed</p> <p>Approximate Cost: \$375.00 per kit, Fund 01</p> <p>Provide Reading Specialist support to those students not reading at grade level.</p> <p>Approximate cost for Reading Specialist: \$60,000 from Fund 01</p>	<p>Purchase additional Fountas and Pinnell BAS as needed</p> <p>Approximate Cost: \$375.00 per kit, Fund 01</p> <p>Provide Reading Specialist support to those students not reading at grade level.</p> <p>Approximate cost for Reading Specialist: \$60,000 from Fund 01</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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
By the end of fourth grade, English Learners who have not been reclassified will meet reclassification criteria, using CELDT results, the BAS, classroom performance, and program assessments to monitor progress. Using the BAS and the CELDT,	<b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement <b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards	Administer CELDT annually  Provide Reading Specialist support as needed  Provide additional training in ELD to teachers as appropriate	LEA	Year-to-year BAS and CELDT comparison for growth; reading specialist assessment results comparison (high frequency words, WPM, comprehension assessments)	Provide reading/ELA support with Reading Specialist  Approximate cost: \$60,000, Fund 01  Provide additional ELD training to classrooms teachers as appropriate  Approximate cost: \$1,000.00, Fund 01  Provide one-on-one support from instructional assistant  Approximate cost: \$13,000.00, Fund 01  Common Core Professional Development provided to staff  Approximate Cost: \$10,000, Common Core Funding	Provide reading/ELA support with Reading Specialist  Approximate cost: \$60,000, Fund 01  Provide additional ELD training to classrooms teachers as appropriate  Approximate cost: \$1,000.00, Fund 01  Provide one-on-one support from instructional assistant  Approximate cost: \$13,000.00, Fund 01  Common Core Professional Development provided to staff  Approximate Cost: \$10,000, Fund 01	Provide reading/ELA support with Reading Specialist  Approximate cost: \$60,000, Fund 01  Provide additional ELD training to classrooms teachers as appropriate  Approximate cost: \$1,000.00, Fund 01  Provide one-on-one support from instructional assistant  Approximate cost: \$13,000, Fund 01  Common Core Professional Development provided to staff  Approximate Cost: \$10,000, Fund 01

and with weekly support and assessment from the Reading Specialist, baseline data will be set at the beginning of the school year, and progress measured at the end of the school year. The BSA provides a grade level independent and guided reading report. Our two reclassified students will continue to be monitored using the same

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assessment S.							
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
In the building of the annual budget, the Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size and are adequately funded.	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement</p> <p><b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards</p> <p><b>LCAP Priority 3:</b> Engagement: Parent Involvement</p> <p><b>LCAP Priority 6:</b></p>	Maintain and/or hire adequate teaching staff to maintain average class size at 15	LEA	Monthly/annual enrollment and staffing report will reflect maintenance of an average class size of 15	<p>For a projected enrollment of 160, staff will be hired to maintain an average class size of 15.</p> <p>Approximate cost for 10 FTE certificated staff and part-time classified staff (Instructional Assistants): \$1,400,000, Fund 01</p>	<p>Staff will be hired to maintain an average class size of 15.</p> <p>Approximate cost for 10 FTE certificated staff and part-time classified staff (Instructional Assistants): \$1,400,000, Fund 1</p>	<p>Staff will be hired to maintain an average class size of 15.</p> <p>Approximate cost for 10 FTE certificated staff and part-time classified staff (Instructional Assistants): \$1,400,000, Fund 1</p>

	Engagemen t: School Climate <b>LCAP</b> <b>Priority 1:</b> Conditions of Learning: Basic <b>Local</b> <b>priority:</b> small class size						
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
By the end of the 2014-15 school year, all teachers will utilize effective instructional strategies and materials that move all students toward mastery of the Common Core Standards in math and ELA, as measured by frequent formative assessments, summative assessments,	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement</p> <p><b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards</p> <p><b>LCAP Priority 3:</b> Engagement: Parent Involvement</p> <p><b>LCAP Priority 6:</b> Engagement: School Climate</p> <p><b>LCAP Priority 1:</b> Conditions of Learning:</p>	SBCEO Common Core workshops; Teacher on Special Assignment to act as coach and develop curriculum; upgrade technology infrastructure; provide opportunities to work during the summer on planning, creating units; purchase Common Core aligned materials/programs	LEA	Benchmark and summative assessments demonstrate student progress toward Common Core Standard mastery	<p>50% Teacher on Special Assignment acts as Common Core Coach curriculum and program developer</p> <p>Approximate cost: \$44,000, Fund 01</p> <p>Teachers attend SBCEO and other Common Core trainings</p> <p>Approximate Cost: \$8,000 from Common Core funding</p> <p>Teachers provided release time to collaborate and build units</p> <p>Approximate cost: \$5,000, Fund 01</p> <p>Increase bandwidth, connectivity for technology infrastructure:</p> <p>Approximate cost: \$10,000.00, Foundation</p>	<p>50% Teacher on Special Assignment acts as Common Core Coach curriculum and program developer</p> <p>Approximate cost: \$44,000, Fund 01</p> <p>Teachers attend SBCEO and other Common Core trainings</p> <p>Approximate Cost: \$13,000 from Common Core Funding</p> <p>Upgrade technology hardware (laptops)</p> <p>Approximate cost: \$15,000, Fund 01</p> <p>Pay teachers for summer work</p> <p>Approximate cost: \$8,000 from Fund 01</p> <p>Teachers provided release time to collaborate and build units</p>	<p>Teachers attend SBCEO and other Common Core trainings</p> <p>Approximate Cost: \$8,250.00, Fund 01</p> <p>Teachers provided release time to collaborate and build units</p> <p>Approximate cost: \$5,000, Fund 01</p> <p>Upgrade technology hardware (laptops)</p> <p>Approximate cost: \$15,000, Fund 01</p> <p>Pay teachers for summer work</p> <p>Approximate cost: \$8,000 from Fund 01</p>

<p>s; report card, Principal observation and evaluation, and coaching opportunities. 2011-12, 2012-13, and 2013-14, we have been moving toward full implementation of the Common Core Standards. In 2013-14, our students took the SBAC Field Test, but we will receive no individual results. We anticipate getting results from the 2014-15 SBAC assessment, and need to prepare</p>	<p>Basic <b>LCAP</b> <b>Priority 4:</b> Pupil Outcomes: Pupil Achievement <b>LCAP</b> <b>Priority 2:</b> Conditions of Learning: Implementation of State Standards <b>LCAP</b> <b>Priority 3:</b> Engagement: Parent Involvement <b>LCAP</b> <b>Priority 6:</b> Engagement: School Climate  <b>Local priority:</b> highly qualified teaching staff; Attracting and retaining highly</p>				<p>grant and Fund 01  Pay teachers for summer work  Approximate cost: \$8,000, Fund 01  Send two teachers to Columbia University to work on Common Core ELA at Teachers' College Approximate Cost: \$8,000.00, Fund 01  Purchase and/or copy Common Core materials/programs  Approximate Cost: \$3,000, Fund 01</p>	<p>Approximate cost: \$8,250, Fund 01  Upgrade technology hardware (laptops)  Approximate cost: \$36,000, Fund 01</p>	<p>Purchase and/or copy Common Core materials/programs  Approximate Cost: \$3,000, Fund 01</p>
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<p>the students effectively. To support this, we will continue to have a Teacher on Special Assignment (TOSA) to support curriculum and instruction in 2014-15.</p>	<p>qualified teachers</p>						
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Parents and community are provided additional opportunities for involvement and input into the decision-making process	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement</p> <p><b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards</p> <p><b>LCAP Priority 3:</b> Engagement: Parent Involvement</p> <p><b>LCAP Priority 6:</b> Engagement: School Climate</p> <p><b>Local Priority:</b> school connectedne</p>	<p>Continue to encourage parents to volunteer, participate in Parent Club, School Site Council, run for Board position, serve on Foundation, volunteer in classroom</p> <p>Have parent education nights regarding Common Core standards and safe and ethical use of technology</p> <p>Continue to attend monthly meetings and give reports at the Montecito Association</p> <p>Continue to provide information to the Montecito Journal for community publication</p> <p>Disseminate two District Update newsletters a year</p>	LEA	<p>Analysis of Parent Satisfaction Survey responses every other year</p>	<p><b>Provide parents with information on involvement opportunities in September at Back-to-School Night</b></p> <p><b>No cost</b></p> <p><b>Have a Common Core math and ELA night for parents where teachers provide information and answer questions</b></p> <p><b>Approximate Cost: \$1,500, Fund 01</b></p> <p><b>Invite outside speaker to educate parents on safe and ethical use of technology</b></p> <p><b>Approximate cost: \$500.00, Fund 01</b></p> <p><b>Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art</b></p>	<p><b>Send out Parent Satisfaction Survey</b></p> <p><b>Approximate Cost: \$200.00 for Survey Monkey, Fund 01</b></p> <p><b>Provide parents with information on involvement opportunities in September at Back-to-School Night</b></p> <p><b>No cost</b></p> <p><b>Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art Faire, etc.)</b></p> <p><b>Approximate cost: \$7,000, Fund 01</b></p> <p><b>Approximate cost: \$7,000, Fund 01</b></p>	<p><b>Provide parents with information on involvement opportunities in September at Back-to-School Night</b></p> <p><b>No cost</b></p> <p><b>Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art Faire, etc.)</b></p> <p><b>Approximate cost: \$7,000, Fund 01</b></p> <p><b>Depending on response to 2015-16 Parent Survey, establish new opportunities for parent involvement</b></p> <p><b>Cost unknown at this time</b></p>

	ss, community feeling				<b>Faire, etc.)</b> <b>Approximate cost: \$7,000,</b> <b>Fund 01</b>		
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The Cold Spring budget, with the help of Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.	<p><b>LCAP Priority 4:</b> Pupil Outcomes: Pupil Achievement</p> <p><b>LCAP Priority 2:</b> Conditions of Learning: Implementation of State Standards</p> <p><b>LCAP Priority 3:</b> Engagement: Parent Involvement</p> <p><b>LCAP Priority 6:</b> Engagement: School Climate</p>	Continue to fund the salaries, benefits, and supplies for art, music, library, PE, and technology	LEA	Adoption of annual budget will acknowledge the continuing services of art, music, PE, library, and technology specialists	<p>Submit a District request for a grant to the Foundation to help support the cost of the specialist program</p> <p>Foundation annual donation: \$150,000 Annual cost of specialist program to the District: \$400,000, Fund 01</p> <p>Support specialists through the evaluation process</p>	<p>Submit a District request for a grant to the Foundation to help support the cost of the specialist program</p> <p>Foundation annual donation: \$150,000 Annual cost of specialist program to the District: \$400,000, Fund 01</p> <p>Analyze parent responses in Parent Satisfaction Survey regarding the effectiveness of the specialists</p> <p>No cost</p> <p>Support specialists through the evaluation process</p>	<p>Submit a District request for a grant to the Foundation to help support the cost of the specialist program</p> <p>Foundation annual donation: \$150,000 Annual cost of specialist program to the District: \$400,000, Fund 01</p>

	<p><b>LCAP</b> <b>Priority 5:</b> Engagemen t: Pupil engagemen t</p> <p><b>LCAP</b> <b>Priority 7:</b> Conditions of Learning: Course Access</p> <p><b>LCAP</b> <b>Priority 8:</b> Pupil Outcomes: Other Pupil Outcomes</p> <p><b>Local</b> <b>priority:</b> specialist program engagemen t Parental involvement</p>						
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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Cold Spring School District is a basic aid/locally funded LEA with current revenues above the State funding target for the Local Control Funding Formula (LCFF). Therefore, the District will receive **no increase** in State funds based on the number or concentration of low income, foster youth, and English Learner pupils. Additionally, Cold Spring does not currently serve any low income or foster youth students. For the 2014-2015 LCP year, the District has calculated \$52,000 as the amount of current ongoing revenue equivalent to the value of additional supplemental funding provided by the state to districts being funded through the LCFF. The expenditure of these funds will directly support our population of English Learner pupils in these three areas: 1) continuation of supporting a 70% Reading Specialist position; 2) continuation of our Specialists Program, and ; 3) continuation of an average class size of 15 pupils.

Enrollment of unduplicated pupils in Cold Spring represents 3% of the total District enrollment.

Allocations of local resources for unduplicated pupils will be used to provide support for all teaching staff toward effective implementation of the Common Core standards, including any appropriate Professional Development, coaching, materials, and resources. These actions and services, while essential for unduplicated pupils, are beneficial for all pupils. The funds will target three local priorities: 1) Professional Development; 2) Maintaining small class size (15:1), and; 3) Continuing our specialist program (art, music technology, PE and music). Highly qualified teachers in classrooms with 15 students will help to provide the support needed to differentiate instruction for unduplicated students. The Specialist Program, while beneficial to all students, is particularly beneficial for unduplicated pupils Engagement in the arts will enhance Common Core standards mastery by supporting critical and creative thinking and collaboration. Research shows that student achievement is boosted with a robust arts program, especially for unduplicated students.

(C) [**Response required only for schools with under 40% enrollment of unduplicated pupils**] The Cold Spring School District is a one school District with 3% enrollment of unduplicated pupils. Without the expenditures reported in this plan, the District would not be able to achieve its most basic goals for **all** students, which includes every unduplicated student in the system. The District's past efforts have been focused on, and will continue to focus on, specific initiatives and programs that have been created a system where all schools meet or exceed state learning goals. Cold Spring's unduplicated students are being well served by effective districtwide expenditures.

- 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.

Cold Spring School District has calculated the proportional increase in funding for increased or improved services to low income pupils, foster youth, and English learners to be **2.9%** in the 2014-2015 LCAP year. This percentage is equivalent to the dollar amount identified in section 3C above (\$52,000). The percentage is calculated through a formula, which for Cold Spring and other basic aid districts, is based on the **equivalent** amount of supplemental and concentration funding provided in 2014-2015 to districts receiving LCFF funds. This amount is divided by the **equivalent** amount of base funding provided in 2014-2015 to districts receiving LCFF funds. Although Cold Spring School District will receive **no increase** in state funds based on the number or concentration of unduplicated pupils, this section demonstrates how current funding levels meet requirements for improved and/or increased services to the targeted populations.

The District identifies the following actions and services as representing **targeted increases in or improvements to services for unduplicated students** as satisfying the proportion improvement requirement of this section:

- **1.4%:** Supports cost of 70% FTE reading specialist
- **1.5%:** Supports maintaining aides in every classroom, increasing the capacity to provide one-on-one support to unduplicated pupils, and maintaining 15.1 class size
- **2.9%:** Total proportional increase or improvement in services to unduplicated pupils

In addition, the District identifies the following **actions and services provided districtwide**, as examples of proportional expenditures that are essential for unduplicated students, but beneficial to all students:

- One 50% FTE teacher on special assignment to support effective instructional strategies related to Common Core Standards and differentiation of instruction for all students.
- Specialists on staff who provide instruction in art, Music, PE, technology, and music to all students, K-6.
- Staff development and training for all teachers in Common Core standards implementation, improved instructional practices, and aligned instructional materials
- All release time and planning expenses related to Professional Development, which are used to target instructional improvements for all underachieving students, in addition to improving instructional practices for all students.
- The significant District emphasis on small class size in all grades (15:1).
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Taken together, the **quantitative and qualitative improvements for unduplicated pupils is significantly above the minimum threshold of 2.9**. Cold Spring District leadership and the Board of Trustees has allocated local revenues to increase and improve services for all students, including our most challenged and at-risk populations. The result of this attention to these specific demographics, now labeled unduplicated pupils, is evident in the District's ongoing high achievement scores and reputation for excellence, consistently being recognized as a California Distinguished School. As a Basic Aid district, Cold Spring is committed to providing ample services to *all* students with particular emphasis on those most in need, whether or not they are among the unduplicated count of 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.