

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

**Subchapter 1. Local Control Funding Formula Spending Regulations for
Supplemental and Concentration Grants and Local Control and Accountability
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for
Supplemental and Concentration Grants**

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: Blue Lake Union Elementary School is a K-8 school and therefore A-G or CTE completion, high school graduation and high school dropout rates are not addressed in this plan at all. API, AP, and EAP are also not operational therefore targets are not determined. The district will address in a timely fashion at such time that Achievement cut-points are established at the state level.

LEA: Blue Lake Union Elementary School Contact: Paula Wyant, Superintendent, pwyant@humboldt.k12.ca.us, 707-668-5674

LCAP Year: 2015

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>We identified the following stakeholders for Blue Lake Union Elementary School with the following activities to engage participants in areas of need, improvement, and priorities:</p> <p>Students: Bullying Survey (2/26/14), Menu Activity (3/3/14), Random Sampling of Meals (3/31 & 4/2/2014), CHKS (12/16/13)</p> <p>Parents: Parent Survey (1/2014), Town Hall Meeting(3/20/2014), Parent CHKS(1/31/14)</p> <p>High School Staff: Electronic Survey(3/18/14)</p> <p>ELL Parents: Individual Interviews (4/2/14)</p> <p>ELL Students: CELDT (12/2013)</p> <p>Community At Large: Survey at Grange Breakfast (3/9/2014), Scholarship Dinner & Invitations to Community Dinner(2/26/14) and Town Hall Meeting (3/20/14)</p> <p>Staff: Staff Survey (2/2014), Individual Goal Writing for 8 Identified Areas (3/2014)</p> <p>Work Group Meetings: February 14, 2014, April 3, 2014</p>	<p>The LCAP workgroup started with the parent survey in determining key themes to prioritize and begin looking at with regard to goals. After approximately 18 themes were identified, the workgroup then determined the best stakeholder group to tap into for information on the theme and developed a process in which to glean information to further narrow the themes to the absolute top priorities. These priorities were with regard to discipline/school climate, student literacy and achievement in reading, and technology. Our lunch program was also discussed, but the other priorities became goals.</p> <p>After looking at each stakeholder input device, the workgroup then determined the goals, actions, and metric appropriate in meeting the focal points. As we began reviewing in 2014 -2015, there was progress on the prioritized goals and new actions which came to the forefront from the stakeholders was the staff development, facilities and our breakfast/lunch programs in addition to our school climate, and student achievement in reading.</p>
<p>Annual Update: The LCAP workgroup reviewed the current LCAP on November 18, 2014; January 14, 2015; March 6, 2015; March 27, 2015; April 14, 2015</p> <p>The LCAP workgroup conducted a parent survey; a student survey on Habits of Mind; a review of on-task reporting by teacher; a review of reading fluency for a sampling of students; a visual review open to stakeholder groups of the current plan, expenditures, and suggested goals gleaned from the parent survey.</p> <p>The expenditures presented in 1st LCAP review to date are as of March 6, 2015 and the second interim reporting cycle.</p>	<p>Annual Update: The technology implementation has allowed for avenues of teaching practices to open up in reading and mathematics.</p> <p>We found that while our Foster Youth and ELL populations are small that we need to continue over the next 3 years to build opportunities for parent engagement and that we must be more concerted in getting all correspondences translated in a timely fashion.</p> <p>Over the next 3 years we will continue focus on our student acquisition in reading and math through opportunities of building an Rtl program.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

1. Parents and students will be engaged in the learning community at Blue Lake School.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Identified Need:	Parents need to receive communication in home language or in multiple ways so that they will more readily attend and participate in all facets of the school community for their child. PTO currently has 6 members and attendance at Parent-Teacher conferences is inconsistent from one year to next.	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ELL Students, Foster Youth, Students with Disabilities
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><u>Metric</u></p> <p>Basic (1) & Parental Involvement (3): Parents of ELL students will complete the annual parent survey, acknowledge receipt of Student-Parent-Handbook in Spanish;</p> <p>Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis. Our chronic absenteeism rate is 8%. 6th – 8th grade students who are tardy or absent >3 per month will have a student conference to reduce potential dropout.</p>	<p style="text-align: center;"><u>Outcome</u></p> <p>65% of the written and oral mass communications will be available to ELL students at the same time it is given to the enrollment as a whole.</p> <p>Attendance rate will be increased by 2% and daily unexcused tardies will be reduced by 10%. Our chronic absenteeism rate will be decreased by 2%. 6th – 8th grade students with excessive tardies and absences >3 per month will be reduced by 2% Middle School dropout will continue at 0%.</p>
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
A Spanish translation will be made in the automatic calling system (BLACKBOARD/ALERT NOW). Positive & negative consequence program for attendance & tardies; daily communication regarding attendance	School and District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

<p>Newsletters and letters from the office will be translated into Spanish.</p>	<p>School and District wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
<p>To foster attendance, bus transportation will be provided. Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>Basic (1) & Parental Involvement (3): Parents of ELL students will complete the annual parent survey, acknowledge receipt of Student-Parent-Handbook in Spanish; Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis. Our chronic absenteeism rate is 8%. 6th – 8th grade students who are tardy or absent >3 per month will have a student conference to reduce potential dropout.</p>	<p align="center">Outcome</p> <p>65% of the written and oral mass communications will be available to ELL students at the same time it is given to the enrollment as a whole. Attendance rate will be increased by 1% and daily unexcused tardies will be reduced by 10%. Our chronic absenteeism rate will be decreased by 1%. 6th – 8th grade students with excessive tardies and absences >3 per month will be reduced by 2% Middle School dropout will continue at 0%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>
<p>A Spanish translation will be made in the automatic calling system (BLACKBOARD/ALERT NOW). Positive & negative consequence program for attendance & tardies; daily communication regarding attendance.</p>	<p>School and District wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>

<p>Newsletters and letters from the office will be translated into Spanish.</p>	<p>School and District wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
<p>To foster attendance, bus transportation will be provided. Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>Basic (1) & Parental Involvement (3): Parents of ELL students will complete the annual parent survey, acknowledge receipt of Student-Parent-Handbook in Spanish; Student Engagement (5): Phone log of translated calls will be taken on a trimester basis. Tardies and attendance will be tracked on a trimester basis. Our chronic absenteeism rate is 8%. 6th – 8th grade students who are tardy or absent >3 per month will have a student conference to reduce potential dropout.</p>	<p align="center">Outcome</p> <p>65% of the written and oral mass communications will be available to ELL students at the same time it is given to the enrollment as a whole. Attendance rate will be increased by 1% and daily unexcused tardies will be reduced by 10%. Our chronic absenteeism rate will be decreased by 1%. 6th – 8th grade students with excessive tardies and absences >3 per month will be reduced by 2% Middle School dropout will continue at 0%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>
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<p>A Spanish translation will be made in the automatic calling system (BLACKBOARD/ALERT NOW).</p> <p>Positive & negative consequence program for attendance & tardies; daily communication regarding attendance</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>
<p>Newsletters and letters from the office will be translated into Spanish.</p>	<p>School and District wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>
<p>To foster attendance, bus transportation will be provided.</p> <p>Maintenance of policies, procedures, and committees for SPSA, DLAC, and ELAC will be calendared.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>

<p>GOAL:</p>	<p>2. Students will achieve competency in core academics and will be prepared for high school and post-secondary opportunities.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>30% of our enrollment is receiving special education services or performing below grade level standards.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: All students including ELL, low performing, and Special Education students.</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Metric	Outcome
	<p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with sufficient materials and qualified teachers.</p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.</p> <p>Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency. Analyze the 2015 – 2016 CELDT data to determine percentage of students eligible for services.</p> <p>Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas.</p> <p>Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p>	<p>Individual student fluency will increase by 25% or meet grade level standard; The district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week. Targets will be that students participating in Rtl will increase their fluency by 5% with each Tier 2 6 week session and indicated by improvement on CAASPP.</p> <p>The district will have a 10% redesignation of ELL students.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will maintain average class sizes of no more than 24 students and a single graded classroom when there are at least 20 students at that grade level.</p> <p>A credentialed teacher will provide technological literacy, Rtl, and Structured Language Development instruction.</p> <p>Provide Academic Counseling Services</p> <p>Maintain music instruction by credentialed teacher.</p>	School and District wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$525,471 <i>RS0000, RS0001,RS1400, RS3010, RS4035, RS5820</i></p> <p>\$35,273 <i>RS0001</i></p> <p>\$12,290 <i>RS0000</i></p> <p>\$13,974 <i>RS0000</i></p>
<p>Increase contracted work days from 183 to 185 to allow for staff development specifically designated for instructional strategies & school climate.</p> <p>Provide at least 2 opportunities of staff development in the area of the My Math mathematics adoption.</p> <p>Provide 2 days of substitute coverage for CCSS related staff</p>	School and District wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>3% salary increase for additional calendar days required:</p> <p>\$16,824 Teachers;</p> <p>\$ 740 Counselor;</p> <p>\$3,977 SpEd Teachers;</p>

development for each credentialed staff person.			\$2,620 for Supt. Supplemental/conc. funds
Provide 1 book per student for Summer/Reading/Literacy Project. Provide registration and backboard materials for Science Fair and History Day projects.	School and District wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 <i>RS0001</i> \$ 500 <i>RS1100</i>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p align="center">Metric</p> <p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with sufficient materials and qualified teachers.</p> <p>CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation.</p> <p>Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency. Analyze the 2015 – 2016 CELDT data to determine percentage of students eligible for services.</p> <p>Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas.</p> <p>Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p>	<p align="center">Outcome</p> <p>Individual student fluency will increase by 25% or meet grade level standard; The district will increase staff and student participation in Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week. Targets will be that students participating in Rtl will increase their fluency by 5% with each Tier 2 6 week session and indicated by improvement on CAASPP.</p> <p>The district will have a 10% redesignation of ELL students.</p>		
		Actions/Services	Scope of Service	Pupils to be served within identified scope of service

<p>The district will maintain average class sizes of no more than 24 students and a single graded classroom when there are at least 20 students at that grade level.</p> <p>A credentialed teacher, will provide technological literacy, Rtl, and Structured Language Development instruction.</p> <p>Provide Academic Counseling Services</p> <p>Maintain a credentialed teacher for music instruction.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$538,124 RS0000,RS0001, RS1400, RS3010, RS4035, RS5820</p> <p>\$36,671 RS0001</p> <p>\$12,766 RS0000</p> <p>\$14,626 RS0000</p>
<p>Increase contracted work days from 183 to 185 to allow for staff development specifically designated for instructional strategies & school climate</p> <p>Provide at least 2 opportunities of staff development in the area of the My Math mathematics adoption.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3% salary increase for additional calendar days required:</p> <p>\$16,824 Teachers; \$ 740 Counselor; \$3,977 SpEd Teachers; \$2,620 for Supt. Supplemental/con. funds</p>
<p>Provide 1 book per student for Summer/Reading/Literacy Project.</p> <p>Provide literature-based curriculum designed to assist building English Skills</p> <p>Provide registration and backboard materials for Science Fair and History Day projects.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 RS0001</p> <p>\$ 500 RS1100</p>

LCAP Year 3: 2017-18

Expected Annual Measurable	<u>Metric</u>	<u>Outcome</u>
	<p>Basic (1): Using the Williams reports and Facilities Report Card, the district will provide a physical plant conducive to learning with</p>	<p>Individual student fluency will increase by 25% or meet grade level standard; The district will increase staff and student participation in</p>

<p>Outcomes:</p>	<p>sufficient materials and qualified teachers. CCSS Implementation (2): Teachers will participate in PD directly related to CCSS implementation. Student Achievement (4): Using program (Rtl, Special Education) enrollment data, CELDT data, and CAASPP Interim Assessments to measure student CCSS proficiency. Analyze the 2015 – 2016 CELDT data to determine percentage of students eligible for services. Course Access (7): Using report cards and SchoolMaster, student will receive instruction in all core curricular areas. Other Student Outcomes (8): All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p>	<p>Tier 1 and Tier 2 strategies in reading and mathematics by one hour a week. Targets will be that students participating in Rtl will increase their fluency by 5% with each Tier 2 6 week session and indicated by improvement on CAASPP.</p> <p>The district will have a 10% redesignation of ELL students.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The district will maintain average class sizes of no more than 24 students and a single graded classroom when there are at least 20 students at that grade level.</p> <p>A credentialed teacher, a minimum of .6 FTE, will provide technological literacy, Rtl, and Structured Language Development instruction.</p> <p>Provide Academic Counseling Services</p> <p>Maintain a minimum of 1 day (.2 FTE) of music instruction.</p>	<p>School and District wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$550,908 <i>RS0000, RS0001, RS1400, RS3010, RS4035, RS5820</i></p> <p>\$38,096 <i>RS0001</i></p> <p>\$13,260 <i>RS0000</i></p> <p>\$15,291 <i>RS0000</i></p>
<p>Increase contracted work days from 183 to 185 to allow for staff development specifically designated for instructional strategies & school climate</p> <p>Provide at least 2 opportunities of staff development in the area of the My Math mathematics adoption.</p> <p>Provide 2 days of substitute coverage for CCSS related staff development for each credentialed staff person.</p>	<p>School and District wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>3% salary increase for additional calendar days required:</p> <p>\$16,824 Teachers; \$ 740 Counselor; \$3,977 SpEd Teachers; \$2,620 for Supt. Supple/Conce. Funds</p>

Provide 1 book per student for Summer/Reading/Literacy Project.	School and District wide	<input checked="" type="checkbox"/> ALL	\$2,000 RS0001
Provide a literature-based curriculum designed to build English skills.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide a weekly time for students to go to the school library.			
Provide registration and backboard materials for Science Fair and History Day projects.			\$ 500 RS1100

GOAL:	3. To improve the school climate to impact the school culture, allowing all students to access an environment conducive to learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	The physical plant is not at an optimal level for learning; Student suspensions/referrals, behavioral consistency, and communication are impeding student performance.			
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<u>Metric</u> Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders. Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on a trimester basis. Other Student Outcomes (8): School Lunch participation counts on a trimester basis. Parent Involvement (3): Parent Satisfaction Survey on ASES procedures and practices.		<u>Outcome</u> 50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects; 100% completion of painting project. Suspension rates to decrease by 20% each trimester from previous trimester. School lunch meals served to increase by 30% over 3 years. Parent satisfaction improvement of 30% over 3 years.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

<p>Implement PBIS with fidelity in both the traditional school day and ASES.</p> <p>Create a review committee to meet Bi-monthly, consisting of 2 parents (1 primary, 1 intermediate), 1 teacher, the ASES coordinator, and Superintendent to pinpoint areas of concern and create an action plan.</p> <p>Provide behavioral/ social-emotional counseling services.</p>	<p>School and District wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 RS0001</p>
		<p>\$12,279 RS0001</p>	
<p>Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production.</p>	<p>School and District wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,551 Fund13 (staffing)</p> <p>\$25,000 Fund 13 (food/supplies)</p>
<p>Complete the painting of the entire plant.</p> <p>Renovation/Remodel of the bathroom in portable building.</p> <p>Develop a committee to focus on finance plan for the purchase of playground equipment for large west playground.</p>	<p>School and District wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 RS0230</p>
		<p>\$25,000 RS0230</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable</p>	<p><u>Metric</u></p>	<p><u>Outcome</u></p>
	<p>Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders.</p>	<p>50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects;</p>

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><u>Metric</u></p> <p>Basic Services (1): Williams Audit report and Facilities Report Card as well as plant improvement work-orders.</p> <p>Student Engagement (5) & School Climate (6): Student Attendance and Suspension rates on a trimester basis.</p> <p>Other Student Outcomes (8): School Lunch participation counts on a trimester basis.</p> <p>Parent Involvement (3): Parent Satisfaction Survey on ASES procedures and practices.</p>	<p style="text-align: center;"><u>Outcome</u></p> <p>50% suggested improvement on facilities in the area of bathroom, ceiling, playground and Prop 39 projects; Suspension rates to decrease by 20% each trimester from previous trimester. School lunch participation to increase by 30%.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide PBIS and HOM training for newly hired staff.</p> <p>Maintain a review committee to meet Bi-monthly, consisting of 2 parents (1 primary, 1 intermediate), 1 teacher, the ASES coordinator, and Superintendent to pinpoint areas of concern and create an action plan.</p> <p>Provide behavioral/ social-emotional counseling services.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 <i>RS0001</i></p> <p>\$13,260 <i>RS0001</i></p>

<p>Prepare school breakfast & lunches on the school site on each day school is in session, coordinating with the ASES dinner program in terms of menu development and menu production.</p> <p>Continue with waste-reduction program.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$21,355 Fund13 (staffing)</p> <p>\$25,000 Fund 13 (food/supplies)</p> <p>\$1,000 RS0000</p>
<p>Completion of focus items on Williams Audit and/or Prop 39 projects and/or Facilities Report Card.</p> <p>Installation of play structure on east playground.</p>	<p>School and District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. Parents and students will be engaged in the learning community at Blue Lake School.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4__ 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL		Applicable Pupil Subgroups: ELL Students		
Expected Annual Measurable Outcomes:	Metric School event data will be taken for attendance by grade level and EL status.	Outcome Attendance to school family events and parents conferences will be 75% of all scheduled events	Actual Annual Measurable Outcomes:	As of March 6, there have been 4 events and 1 parent-teacher conference where there has been 87.5% attendance.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Every hand-out and phone call will be provided in Spanish. The district will hire a translator to read and verify the accuracy of written correspondences and to make telephone calls.		Stipend \$1000.00 LCFF Supplemental Funds	We have been able to use existing classified staff during their time on campus.		\$7.00
Positive Attendance and Communication regarding attendance will be increased.		\$30,996.00 Salary H & W for attendance clerk	Calls are made by 9:30 a.m. daily for all absences to parents/guardians that have not already notified		\$20,795.00

<p>Maintenance of Policies and Procedures.</p> <p>To foster attendance, bus transportation will be provided</p>	<p>from base funding</p> <p>\$58,184.00 Salary H & W from base funding for Supt-Principal & Business Mgr.</p> <p>\$29,839.00 salary, H & W for bus driver. LCFF Base</p>	<p>the school.</p> <p>Updated SARB documents & timelines have been instituted. Resolutions and policies have been heard by the Governing Board of Trustees</p> <p>A second bus run to allow a pick-up and drop-off in Korbel was instituted.</p>	<p>\$35,340.00</p> <p>\$18,567.00</p>
<p>Scope of service: School-wide and LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: School-wide & LEA wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.</p>	<p>\$13,381 School Counseling</p> <p>\$2,000.00 Rtl Materials</p> <p>\$17,912.00 Certificated Teacher for Rtl time.</p>	<p>Weekly counseling for individual students. Focused counseling circles in 5th and 6th grade.</p> <p>(2014-2015)16 students have been seen in the Rtl program to date. 13% met program standard to grade level reading; 69% progressed; 23% were moved from Rtl into Special Education services.</p> <p>Reading Reflex and curriculum was purchased.</p> <p>The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.</p>	<p>\$7,200.00 Supplemental Funds; \$7,325.00 Base Funds</p> <p>\$245.00 Supplemental \$7,446.00 supplemental</p>

Scope of service: LEA-wide __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Translations provided; Literature-based curriculum designed to assist building English skills.	\$1,000.00 Translator Services	<i>English, Yes!</i> Purchased for ELL students. Teacher to provide structured English development	\$60.90 \$100.00
Scope of service: LEA-wide __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.	\$13,381.00 School Counseling \$2,000.00 Rtl Materials \$17,912.00 Certificated Teacher for Rtl time.	Weekly counseling for individual students. Focused counseling circles in 5 th and 6 th grade. (2014-2015)16 students have been seen in the Rtl program to date; 13% student met program standards, 69% progressed, 23% went in Special Education programs. Reading Reflex and curriculum was purchased. The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.	\$7,200.00 Supplemental Funds; \$7,325.00 Base Funds \$245.00 Supplemental \$7,446.00 supplemental
Scope of service: LEA-wide X_ALL		Scope of service: LEA-wide X_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Translations provided;		\$1,000.00 Translator Services	Translator attended an IEP and translated one phone call.		\$7.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Structured English development will increase; Counseling, maintenance of policies will be maintained. Daily attendance calls and translations will be continued. Rtl will be expanded to include written expression and comprehension. The outcome of ELL families being participatory has been met to the degree that it can be discontinued in the 15-16 school year. Chronic absenteeism rate will be calculated and reported in 2015-2016.			

Original GOAL from prior year LCAP:	2. Students will achieve competency in core academics and will be prepared for high school and post- secondary opportunities			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL			
	Applicable Pupil Subgroups:	All Students including ELL and low performing and Special Education students.			
Expected Annual Measurable Outcomes:	Metric Basic Services: Using our Quarterly Williams Report for HQ Teachers	Outcome Individual student fluency will increase by 25% above their baseline or meet grade level standard	Actual Annual Measurable Outcomes:	The district met the Williams Act metric for instructional materials sufficiency. All teachers meet the "Highly Qualified" status.	

	<p>appropriately assigned and facilities that provide a safe learning environment and access to sufficient materials.</p> <p>Student Achievement:</p> <p>Using DIBELS, CELDT data, and report cards and other reading measures for reading fluency.</p> <p>CCSS Implementation:</p> <p>Teachers will participate in Staff Development directly related to CCSS implementation.</p> <p>Other Student Outcomes:</p> <p>All students in 4th – 8th grade will participate in the Science Fair and History Day on an alternating year cycle.</p>			<p>At 1st Trimester: Kinder: 81% under grade level target; 19% over 1st: 72% under grade level target; 28% over 2nd: 41% under grade level target; 59% over 3rd: 33% under grade level target; 67% over 4th: 58% under grade level target; 42% over 5th: 59% under grade level target; 41% over 6th: 67% under grade level target; 18% over 7th & 8th – No DIBELS scores Total (128) 61% under grade level target; 39% over At 2nd Trimester: Kinder: 27% under grade level target; 73% over 1st: 47% under grade level target; 53% over 2nd: 36% under grade level target; 64% over 3rd: 33% under grade level target; 67% over 4th: 41% under grade level target; 59% over 5th: 68% under grade level target; 32% over 6th: 27% under grade level target; 73% over 7th & 8th – No DIBELS scores Total 46.5% under grade level target; 53.5% over 7 teachers participated in 6 one-time activities for CCSS; 2 teachers participated in a multi-session workshop; 2 teachers participated in a one-session CA DOE webinar; 10 teachers participated in a reading a weekly article</p> <p>All students in 5th – 8th grade completed a History Day project; 15 students attended and competed in the County History Day event; 2 students received recognition for their project on Women’s Rights.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Adopt and implement class configurations, technology, and programming to allow all students to read at or above grade level standards. The district will maintain single-graded classrooms when the enrollment for the grade is at least 17 students.</p> <p>A credentialed teacher will provide Rtl services daily for 1.5 hours in the area of Reading.</p>	<p>\$58,673.00 Salary, H & W for the hire of an 8th general education teacher from LCFF Base funding; \$495,884.00 Salary, H & W for 7 multi-subject teachers from LCFF base funding</p> <p>\$2000.00 for Reading Reflex Training and materials for Rtl from LCFF base funding.</p>	<p>Single-graded classrooms in K, 1, 2, 5, 6, 7, 8; Combination classroom for grades 3rd/4th.</p> <p>Current average classroom size: 22.3 students</p> <p>(2014-2015)16 students have been seen in the Rtl program to date; 2 student met program standards.</p> <p>Reading Reflex and curriculum was purchased.</p> <p>The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.</p>	<p>\$36,400.00 EPA (Education Protection Act) \$302,371.00 from the base</p> <p>\$245.00</p> <p>\$7446.00 Supplemental</p>

<p>Provide Academic Counseling Services</p>	<p>\$13,380.00 Salary, H & W for credentialed counselor</p>	<p>Weekly counseling for individual students. Focused counseling circles in 5th and 6th grade.</p>	<p>\$7200.00 supplemental & \$7315.00 base</p>
<p>Monitor and Ensure Policies</p>	<p>\$58,184.00 Salary H & W from base funding for Supt- Principal & Business Mgr. Position</p>	<p>Resolutions and policies have been heard by the Governing Board of Trustees</p>	<p>\$35,340.00</p>
<p>Install 4 working desktops, a document reader/ projector in each classroom where a credentialed teacher is housed.</p> <p>Provide 2 30-unit laptop mobile units for classroom use.</p>	<p>\$24,000.00 for the equipment, installation, and infrastructure of new technology from BOND initially & supplemented by LCFF base funds.</p>	<p>Broke apart the computer lab; installed 22 new desktop computers throughout the campus; Purchased 2 laptops and 50 chrome books.</p>	<p>\$88,972.00</p>
<p>Install smart-boards/interactive boards. (Teamboard is product name)</p>	<p>\$1500.00 for one smart-board installed in the "old computer lab" from LCFF base funds.</p>	<p>Purchased 10 <i>Teamboards</i> complete with projector and 10 document readers.</p>	<p>See above, this is for materials only, not labor of installation.</p>
<p>Hire .2 FTE Teacher to focus on Music Instruction</p>	<p>\$13,102.00</p>	<p>Hired a credentialed teacher that was contracted to begin in August, 2014.</p>	<p>\$5917.00 (lower due to position on salary schedule)</p>
<p>Provide 1 book per student for Summer Reading/ Literacy Project</p>	<p>\$1,620.00 cost of 1 book per</p>	<p>Not purchased yet this year. 1 class piloted for the 14-15 school year and bought before LCAP was</p>	

<p>Textbook</p> <p>Adoption for CCS Mathematics and corresponding staff development</p> <p>Provide registration and backboard materials for Science Fair and History Day.</p>	<p>pupil</p> <p>\$10,000.00 for Textbook adoptions.</p> <p>\$500.00 registration and materials.</p>	<p>approved.</p> <p>Purchased My Math for grades K-8; Purchased Number Worlds, supplemental for remediation; Substitutes for a ½ day of staff development in Fortuna.</p> <p>Registration, backboards, and memory sticks for History Day. 76 students participated.</p>	<p>\$11,906.00</p> <p>\$500.00</p>
<p>Scope of service:</p> <p>School-wide and LEA-wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p>School-wide and LEA-wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.</p>	<p>\$13,381 School Counseling</p> <p>\$2,000.00 Rtl Materials</p> <p>\$17,912.00 Certificated Teacher for Rtl time.</p>	<p>Weekly counseling for individual students. Focused counseling circles in 5th and 6th grade.</p> <p>(2014-2015)16 students have been seen in the Rtl program to date; 2 student met program standards.</p> <p>Reading Reflex and curriculum was purchased.</p> <p>The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.</p>	<p>\$7,200 supplemental</p> <p>\$7315 base</p> <p>\$245.00</p> <p>\$7446.00 Supplemental</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Translations provided; Literature-based curriculum designed to assist building English skills.	\$1,000.00 Translator Services		English, Yes! Purchased for ELL students. Teacher to provide structured English development; The district had two new students qualify for ELL and do there was enough data to show improvement.	\$60.90 \$100.00	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.	\$13,381.00 School Counseling \$2,000.00 Rtl Materials \$17,912.00 Certificated Teacher for Rtl time.		Weekly counseling for individual students. Focused counseling circles in 5 th and 6 th grade. (2014-2015)16 students have been seen in the Rtl program to date; 2 student met program standards. Reading Reflex and curriculum was purchased. The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need. Foster youth student had instructional assistant in general education settings to assist with on-task behavior as well as weekly counseling to learn behavioral strategies.	\$7,200 supplemental \$7315 base \$245.00 \$7446.00 Supplemental	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Translations provided;		\$1,000.00 Translator Services	Translator attended an IEP and translated one phone call.		\$7.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A measure for 7 th and 8 th grade will be determined to measure grade level literacy; More staff development on the adopted Math curriculum and technology supported materials for My Math curriculum is needed; Due to the state goal of 24 or less considered K-3 class size reduction, the district will maintain a class size average of 24; Structured English Language development opportunities for ELL students will be increased. Technological Literacy support will be increased;			

Original GOAL from prior year LCAP:	3.To improve the school climate to impact the school culture, allowing all students access to an environment conducive to learning	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Positive School Climate</p> <p>Using discipline notices and logging time on task on 1 random occasion during each trimester.</p>	<p>Outcome</p> <p>Students will demonstrate 40% increase time on task in classroom activities/tasks and decrease number of discipline notices by 50% over the baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The average time-on-task, school-wide, in October was 41.25%; The average time-on-task, school-wide in January was 82.62%.</p> <p>2013 – 2014: 11% (17 students) of enrollment was suspended for 21% of school year (38 days/177) with 354 total referrals 2014 – 2015: 1st Trimester: 5% (10 students) of enrollment suspended for 31% (18 days/59) with a total of 133 referrals.</p> <p>14 of the 16 Habits of Mind could be recalled by at least 1 student by memory; The Habit of Minds most memorized are: Managing Impulsivity (42); Striving for Accuracy (37); Persistence (36); Thinking Flexibly (34); and Finding Humor (32)</p> <p>51% of the students report thinking about the daily Habit of Mind later in the day after being read in the bulletin; 69% of the students believe that the Habits of Mind should be more actively focused on in addition to the Mustang Monitor. 38% of staff report that they often weave Habits of Mind in discussions or lessons; 25% of the staff report that they use Habits of Mind to guide their reflections of student successes/challenges; 88% of the teachers report that they can list their Habit of Mind strengths and weaknesses;</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Adopt and implement Habits of Mind school-wide, decreasing bullying and negative peer interactions.</p> <p>Conduct a Parent Information Night on August 21, 2014.</p>	<p>\$7,300.00 Train staff on August 21, 22, 2014 and January 20, 2015 in implementation of Habits of</p>	<p>January 20 was a certificated teacher webinar with trainer, Luci Garza, at HCOE; August 21 & 22 were on site. 24 staff attended.</p> <p>5 parents attended; 6th – 8th discussed HOM at parent-teacher conferences in September.</p>	<p>\$7315.00</p> <p>\$344.00</p>

<p>Analyze and review the 2013 findings of CHKS on the Parent Information Night.</p> <p>Maintain facilities for safety and in accordance to the Williams Act.</p> <p>Maintenance of Policies</p>	<p>Mind. Presenter training, lodging and travel.</p> <p>Purchase HOM text for summer staff reading, \$635.00 from LCFF base funds.</p> <p>\$38,894.00 for Custodial, Maintenance and Grounds keeping Salary, H & W</p> <p>\$58,184.00 Salary H & W from base funding for Supt-Principal & Business Mgr. Position</p>	<p>The CHKS survey was not available at the time of the Parent Information Night; Was presented at a Governing Board meeting on November 13, 2014</p> <p>There have been no Williams Act complaints filed; In the Williams Act Audit findings in September were as follows: Full compliance in instructional materials; Jeep on Kinder playground needed wooden parts replaced; Low water pressure in 3 drinking fountains; One fire extinguisher placement in classroom needed moved; Future audit concern is the play structure on the large playground.</p> <p>Resolutions and policies have been heard by the Governing Board of Trustees</p>	<p>\$344.00</p> <p>\$29,111.00</p> <p>\$35,340.00</p>
<p>Scope of service:</p>	<p>School-wide and LEA-wide</p>	<p>Scope of service:</p>	<p>School-wide and LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.</p>		<p>\$13,381 School Counseling</p>	

		\$2,000.00 Rtl Materials	16 students have been seen in the Rtl program to date; 2 student met program standards.	
		\$17,912.00 Certificated Teacher for Rtl time.	Reading Reflex and curriculum was purchased. The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.	\$245.00 supplemental \$7,446.00 supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Translations provided; Literature-based curriculum designed to assist building English skills.		\$1,000.00 Translator Services	Translator attended an IEP and translated one phone call.	\$7.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Rtl services to be provided 1.25 hours per day. Academic & Social-Emotional Counseling.		\$13,381.00 School Counseling \$2,000.00 Rtl Materials \$17,912.00 Certificated	Weekly counseling for individual students. Focused counseling circles in 5 th and 6 th grade. 16 students have been seen in the Rtl program to date; 2 student met program standards. Reading Reflex and curriculum was purchased.	\$7,200.00 supplemental \$7,315.00 base funds \$245.00 supplemental

		Teacher for Rtl time.	The T-K/Kindergarten teacher serves three Rtl groups daily and those groups are fluid reflecting need.	\$7,446.00 supplemental	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Translations provided;		\$1,000.00 Translator Services			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Habits of Mind in conjunction with a concrete school-wide, systematic behavior program is needed to have the desired outcomes for reducing the referral/suspension data within school climate (Such as PBIS); Training time was and will be a hurdle for implementation for staff.			

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$100,811.00
<p>For 2015-2016: Supplemental funds will be spent to target our students who are achieving at rates below grade level by increasing contracted work days by 3% to allow for comprehensive staff development. We will also provide our ELL population increased language acquisition instructional time with a credentialed teacher. Finally, the district will spend the supplemental funds on the improvement of the facilities to assist with an environment more conducive to learning. The district arrived at these decision through the gathering of stakeholder input, the adherence to the William's Act mission, and in review of our 2014-2015 outcomes in the areas of Foster Youth and ELL.</p> <p>Blue Lake School will receive Supplemental and Concentration Grant Funding that will equal \$100,811 in 2015-2016; and \$112,856 in 2016-17; and \$116,981 for 2017-2018.</p> <p>Currently, Blue Lake Union School District has less than 2% of the student population qualifying as an ELL student and 53% of the student population qualifying as low income students. We currently have 5 foster youth student. Our English learners are assessed with the CELDT each year and support services are provided in the classroom to build skills for the aim of reclassification. Our prioritized focus groups of low income, special education, and English Learners will benefit from the smaller class sizes and grade level configurations provided in the action plans with regard to teacher assignment and hire. Rich technological classrooms and a learning environment that emphasizes strategies that attend to Values, Inclination, Sensitivity, Capability, and Commitment will serve to prepare all students including those where obstacles or barriers may have been in place prior to the implementation of the goals and the focus on student engagement, parent engagement, and achievement.</p> <p>Common Core Monies were used to purchase a mathematics adoption and new curriculum for our ELL students; It is important to our low income and our foster youth to have both academic counseling and behavioral-social counseling available to them for academic success.</p> <p>It is also important to make the facilities changes and upgrades to provide an environment conducive to positive learning and behavioral outcomes as the</p>	

Williams Act ensures.

B. In the box below, 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).

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). 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.

8.15	%
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Using the FCMAT calculation tool, the MPP for Blue Lake School, will equal 8.15% in 2015-2016; 9.48% in 2016-2017; 10.08% in the 2017-2018 school year. The RtI services will equal 20% of the school time dedicated to intensive services for our low income in addition to 50% of the counseling time will be dedicated to climate, sensitivity, and achievement for our prioritized groups. 100% of the translation services in addition to the focused ELD instructions, support, and intervention services in addition to the services we are providing all students will be dedicated to our ELL population.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).