

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33

**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  
33 operate and deliver educational instruction and related services.

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

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

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

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

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

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.

16  
17 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
18 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
19 **Supplemental and Concentration Grants.**

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

31       (1) Estimate the amount of the LCFF target attributed to the supplemental and  
32 concentration grants for the LEA calculated pursuant to Education Code sections  
33 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

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

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

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

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

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

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

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

26       (b) This subdivision identifies the conditions under which an LEA may use funds  
27 apportioned on the basis of the number and concentration of unduplicated pupils for  
28 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education  
29 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved  
30 services for unduplicated pupils under subdivision (a) of this section by using funds to  
31 upgrade the entire educational program of a schoolsite, a school district, a charter  
32 school, or a county office of education as follows:

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

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

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

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

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

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

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

25 (3) A school district that has an enrollment of unduplicated pupils at a school that is  
26 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP  
27 is adopted or in the prior year may expend supplemental and concentration grant funds  
28 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do  
29 all of the following:

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

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

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

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

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

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

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

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

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

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

31  
32 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
33 **Proportionality.**

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

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

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

### Introduction:

Fieldbrook School serves only one student subgroup; low income, at-risk. We do not have any foster youth, English Language Learners (ELL), or any students who have been reclassified. Metrics related to foster youth and English Language Learners are, therefore, not included. Being a K-8<sup>th</sup> grade school, we do not track A-G or CTE completion rates, percent of students scoring 3 or above on AP tests, percent of students scoring Ready on EAP, drop-out or graduation rates for high school students, therefore, those metrics are not included. API is not relevant due to changes being implemented by the state of California. At such time as API becomes pertinent, Fieldbrook's LCAP will be revised to reflect said changes.

LEA: Fieldbrook

Contact : Daria Lowery, Superintendent, [darialowery@nohum.k12.ca.us](mailto:darialowery@nohum.k12.ca.us) 707-839-3201

LCAP Year: 2015-16

### ***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>As stated last year and revised for 2015-16 plan: We began the process for the '14-'15 year by holding a Goal Setting Workshop on Tuesday, November 18, 2014 for parents, community and stakeholders to provide input on goal-setting and revisions for the LCAP. All involved entities were provided the draft goals prior to a January 20, 2015 meeting. No suggestions on changes to goals were made. Stakeholders confirmed goals were appropriate and wished to see them continued. Students and parents participated in surveys in early February. 90% of student population participated in the student survey, and approximately 50% of the parents participated in the parent survey. On Thursday, April 30, 2015, a draft copy was made available to all stakeholders prior to during Open House festivities. Stakeholders were notified with a note attached to the draft of the LCAP to submit any concerns or suggestion by calling the Superintendent, or sending the Superintendent a written note. No new input was suggested by stakeholders at that time.</p> <p><b>Fieldbrook School District does not have certificated or classified bargaining units. Both certificated and classified employees were involved in the development and the revision of the LCAP on an ongoing basis at staff meeting throughout the year.</b></p>	<p>During the 2015-2016 school year all stakeholders (parents, community, Fieldbrook Educational Foundation, Blue Lake Family Resource Center) were provided the opportunity to view the progress of the LCAP goals and the budget expenditures for said goals. There were no comments or concerns expressed. The staff also monitored progress toward meeting goals. It was through the revision of district goals, the parent and student surveys, and two meetings scheduled that provided the input for the revision of the ongoing LCAP process.</p>

<p><b>Annual Update: Dates of public gatherings and information garnering:</b></p> <ol style="list-style-type: none"> <li>1. Nov. 18, 2014 – Goal setting workshop</li> <li>2. Dec. 15, 2014 – Fieldbrook Educational Foundation (FEF) meeting; draft goals presented and suggestions taken</li> <li>3. Jan. 20, 2015 – Workshop and Board Meeting to finalize goals</li> <li>4. Feb 2-27, 2015 – Student and Parent Surveys distributed and collected</li> <li>5. April 30, 2015 – Presentation of survey results and LCAP draft to parents, community stakeholders, FEF at the annual Open House. Time set aside for comments/suggestions, and chart paper made available for same. No suggestions or comments were made.</li> <li>6. June 16, 2015 – Public Hearing for LCAP – no public attended the meeting, and no comments or suggestions were made.</li> </ol>	<p><b>Annual Update: During the first year of the LCAP, the 2014-2015 school year, the Fieldbrook School District met its goal of monitoring student tardies and absences, providing CCSS in-services for teachers and certificated staff, selecting new curricula for mathematics, implementing a Homework Club, and continuing the Spanish program after school. We also increased counseling services to meet the needs of the students socially, and academically. We did not meet our goal of reducing absenteeism by 1%, instead the district reduced absenteeism by 0.5%. We did identify our chronic absenteeism rate of 5%. We will be addressing this issue in the revised LCAP for 2015-2016.</b></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?



<p><b>GOAL:</b></p>	<p><b>Goal #1:</b> Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of highly qualified teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.</p>		<p>Related State and/or Local Priorities:            1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6X__            7 <u>X</u> 8 <u>X</u>            COE only: 9__ 10__            Local: Specify _____</p>	
<p><b>Identified Need:</b></p>	<p>Professional development for teachers in implementing math and English Language Arts Common Core State Standards. Increase after-school Homework Club to 5 days per week, and increase enrichment activities for students after school. Goals for increasing enrichment activities in the 2014-2015 school year were not met. Due to the changes in the mandated state testing, no API will be available for the 2014-2015 school year. Measuring student improvement based upon state mandated testing will not likely occur until the 2015-2016 school year. LCAP will be revised when the state releases confirmation of availability of new API designations.</p>			
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p>		<p><b>Applicable Pupil Subgroups:</b> All</p>	
<p><b>LCAP Year 1: 2015-16</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p style="text-align: center;"><b>Metric</b></p> <p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p> <p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p>	<p style="text-align: center;"><b>Outcome</b></p> <p>Student academic levels will improve by 2% in '15-'16 over the academic levels achieved in '14-'15 as measured by the CAASPP.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and the Enrichment class.</p> <p>Maintain 100% HQT.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment.</p>		
<p style="text-align: center;"><b>Actions/Services</b></p>	<p style="text-align: center;"><b>Scope of Service</b></p>	<p style="text-align: center;"><b>Pupils to be served within identified scope of service</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase new English Language Arts Curriculum materials.</p> <p>Purchase of supplemental materials and supplies</p>	<p>Fieldbrook School – All grade levels.</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>	<p><b>\$2,000</b> (0000/5210)</p> <p><b>\$15,000</b> (0000/4110)</p> <p><b>\$6,000</b> (0000/4310)</p>
<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club. Provide 1-hour per day, 5 days per week for academic/ Enrichment activities.</p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p>Provide for one-half day of additional counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p>	<p>\$4,000 to maintain academic support for intervention programs</p> <p>\$374,553 for certificated salaries and benefits for the employment of highly qualified teachers for core curriculum implementation.</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>	<p><b>\$4,000</b> (3010/2105)</p> <p><b>\$374,553</b> (0000/1100) (1400/1100)</p> <p><b>\$4,159</b> (0011/2900)</p>

			<p>\$4,159 (0011/2900)</p> <p>\$8,667 (0000/1102)</p> <p>\$4,000 (1100/1207)</p> <p>\$9,525 (0000/2105)</p>
<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra</p>		<p>__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,131 (Supplemental/ Concentration) (0001/1100)</p> <p>\$5,131 (Supplemental/</p>



<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day.</p>			<p>\$4,085 (Supplemental/ Concentration – 0001-7616)</p>
--	--	--	--

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>
	<p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p> <p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p>	<p>Student academic levels will improve by an additional 2% in '16-'17 over the academic levels achieved in '15-'16 as measured by the CAASPP.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and Enrichment class.</p> <p>Maintain 100% HQT.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment.</p>

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p><i>Provide professional development training in integrating CCSS.</i></p>	<p>Fieldbrook School – All grade levels.</p> <p>\$4,060 to maintain academic</p>	<p><u>  X  </u> ALL ----- OR: <u>    </u> Low Income pupils <u>    </u> English Learners <u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient <u>    </u> Other Subgroups:(Specify)_____</p>	<p>\$2,000 (0000/5210)</p>

<p>Purchase of supplemental materials and supplies.</p> <p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program.</p> <p><i>Provide 1-hour per day, 5 days per week for Homework Club.</i></p> <p><i>Provide 1-hour per day, 5 days per week for academic/Enrichment activities.</i></p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p><i>Provide for one-half day of additional counseling time.</i></p> <p><i>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</i></p>	<p>support for intervention programs</p> <p>\$380,171 for certificated salaries and benefits for the employment of highly qualified teachers for core curriculum implementation.</p>	<p>\$6,000 (0000/4310)</p> <p>\$4,060 (3010/2105)</p> <p>\$380,171 (0000/1100) (1400/1100)</p> <p>\$4,222 (0011/2900)</p> <p>\$4,222 (0011/2900)</p>
--	--	--

			<p><b>\$8,797</b> (0000/1102)</p> <p><b>\$4,060</b> (1100/1207)</p> <p><b>\$9,668</b> (0000/2105)</p>
<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra curricular activities.</p> <p>Provide for one-half day of additional counseling time.</p> <p>Provide classroom aides to maintain academic support for</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels.</p>	<p><u>  </u>ALL ----- OR: <u>  X  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p><b>\$5,208</b> (Supplemental/ Concentration) (0001/1100)</p>



<p>intervention program by allowing small group instruction.</p> <p>Purchase supplemental materials and supplies.</p> <p>Provide professional development training in integrating CCSS.</p>			<p><b>\$5,208</b> (Supplemental/ Concentration) (0001/1100)</p>
<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day.</p>			<p><b>\$19,847</b> (Supplemental/ Concentration) (0001/1207)</p> <p><b>\$21,696</b> (Supplemental/ Concentration) (0001/2105)</p> <p><b>\$4,167</b> Supplemental/ Concentration – 0001-7616)</p> <p><b>\$2, 840</b> (Supplemental/ Concentration) (0001/4310)</p> <p><b>\$2, 000</b></p>

			(Supplemental/ Concentration (0001/5210))
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p style="text-align: center;"><b><u>Metric</u></b></p> <p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p>	<p style="text-align: center;"><b><u>Outcome</u></b></p> <p>Student academic levels will improve by an additional 2% in '17-'18 over the academic levels achieved in '16-'17 as measured by the CAASPP.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities,</p>
--------------------------------------	---	---

	<p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p>	<p>including Homework Club and Enrichment class.</p> <p>Maintain 100% HQT.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p><i>Provide professional development training in integrating CCSS.</i></p> <p>Purchase of supplemental materials and supplies.</p> <p>Maintain academic support for intervention programs.</p> <p><i>Provide 1-hour per day, 5 days per week for Homework Club.</i> <i>Provide 1-hour per day, 5 days per week for academic/ Enrichment activities.</i></p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p><i>Provide for one-half day of additional counseling time.</i></p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p>	<p><i>Fieldbrook School – All grade levels</i></p> <p>Certificated salaries and benefits for the employment of highly qualified teachers for core curriculum implementation.</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><b>\$2,000</b> <i>(0000/5210)</i></p> <p><b>\$6,000</b> <i>(01/4310)</i></p> <p><b>\$4,120</b> <i>(3010/2105)</i></p> <p><b>\$385,873</b> <i>(0000/1100)</i> <i>(1400/1100)</i></p>

<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program.</p>			<p><b>\$4,285</b> <i>(0011/2900)</i></p> <p><b>\$4,285</b> <i>(0011/2900)</i></p> <p><b>\$8,929</b> <i>(0000/1102)</i></p> <p><b>\$4,121</b> <i>(1100/1207)</i></p> <p><b>\$9,813</b></p>
--	--	--	---

			(0000/2105)
<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services(individual and group) by one-half day per week, and maintain academic support for intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra curricular activities.</p> <p>Provide for counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p> <p>Purchase supplemental materials and supplies.</p> <p>Provide professional development training in integrating CCSS.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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><b>\$5,286</b> (Supplemental/ Concentration) (0001/1100)</p> <p><b>\$5,286</b> (Supplemental/ Concentration) (0001/1100)</p> <p><b>\$20,145</b> (Supplemental/ Concentration) (0001/1207)</p> <p><b>\$22,021</b> (Supplemental/ Concentration) (0001/2105)</p>

<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day.</p>			<p><b>\$2,840</b> (Supplemental/ Concentration) (0001/4310)</p> <p><b>\$2,000</b> (Supplemental/ Concentration) (0001/5210)</p> <p><b>\$4,250</b> (Supplemental/ Concentration – 001-7616)</p>
--	--	--	--

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL:	Goal #2: Increase regular and timely attendance on a daily basis.	Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need:	Improve overall student attendance by 1%. Previous goal for 2014-2015 of 1% was not met. Improve chronic absenteeism rate by 1%, dropping total school absenteeism from 5% to 4%. The goal set for absenteeism in 2014-2015 was not met, with absenteeism rate remaining at 5%.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><b>Metric</b></p> Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.  Chronic absenteeism rate identified by tracking student-level data	<p style="text-align: center;"><b>Outcome</b></p> Absences and tardies will be reduced by 2% in the '15-'16 school year.  Chronic absenteeism rate will be reduced by 1% in the '15-'16

	<p>on unexcused absences on an every two-week basis.</p> <p>Middle school drop-out rate tracked by attendance</p> <p>Suspension rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Expulsion rate tracked by DataQuest, CALPADS, and SEIS.</p>	<p>school year.</p> <p>Middle school drop-out rate will remain at 0%.</p> <p>Suspension rate is 2% (2% of students enrolled were suspended during the baseline year 2014-2015). Suspension rate will not increase beyond 2%.</p> <p>Expulsion rate will remain at 0%.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p> <p>No Additional Cost Involved.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>–</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$1,081 (Supplemental &amp; Concentration) to (0000/2406)</p> <p>\$1,081 (Supplemental &amp; Concentration) (0000/2406)</p>



<p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p>			<p>No additional funding needed.</p>
		<p><input 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>	

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
--	--	--	--

**LCAP Year 2: 2016-17**

	<u>Metric</u>	<u>Outcome</u>
<b>Expected Annual Measurable Outcomes:</b>	Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.	Absences and tardies will be reduced by 2% in the '16-'17 school year.
	Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis	Chronic absenteeism rate will be reduced by 1% in the '16-'17 school year.
	Middle school drop-out rate tracked by attendance	Middle school drop-out rate will remain at 0%.
	Suspension rate tracked by DataQuest, CALPADS, and SEIS.	Suspension rate is 2% (2% of students enrolled were suspended during the baseline year 2014-2015). Suspension rate will not increase beyond 2%.
	Expulsion rate tracked by DataQuest, CALPADS, and SEIS..	Expulsion rate will remain at 0%.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Improve student and parent information regarding importance of timely school attendance on a daily basis.  Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)	Fieldbrook School – All students, including the low-income/at-risk subgroup	__X__ALL ----- OR: __X__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,097 (Supplemental & Concentration) to (0000/2406)

<p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p> <p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p>			<p>\$1,097 (Supplemental &amp; Concentration) (0000/2406)</p> <p>No additional funding needed.</p>
--	--	--	--

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.  Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis.  Middle school drop-out rate tracked by attendance  Suspension rate tracked by DataQuest, CALPADS, and SEIS.  Expulsion rate tracked by DataQuest, CALPADS, and SEIS.	Absences and tardies will be reduced by 2% in the '17-'18 school year.  Chronic absenteeism rate will be reduced by 1% in the '17-'18 school year.  Middle school drop-out rate will remain at 0%.  Suspension rate is 2% (2% of students enrolled were suspended during the baseline year 2014-2015). Suspension rate will not increase beyond 2%.  Expulsion rate will remain at 0%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p> <p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>\$1,114 (Supplemental &amp; Concentration) (0000/2406)</p> <p>\$1,114 (Supplemental &amp; Concentration) to (0000/2406)</p> <p>No additional funding</p>

<p>superintendent, and be referred to the school counselor.</p>			<p>needed.</p>
		<p><input 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><input 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>GOAL:</p>	<p>Goal #3: Implement program and activities to empower and challenge higher</p>	<p>Related State and/or Local Priorities:</p>
--------------	--	---

achieving students.

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X 6\_X 7\_X  
8\_X

COE only: 9\_\_ 10\_\_

Local: Specify \_\_\_\_\_

**Identified Need:** Student scores on state mandated testing will improve. Increase participation in the after-school enrichment activities provided by a certificated teacher.

**Goal Applies to:** Schools: All  
Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Student-level data on academic achievement.</p> <p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p> <p>Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.</p>	<p>Results of the '15-'16 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '14-'15 CAASPP.</p> <p>Sign-in sheets will indicate a 5% increase in participation by students in after-school enrichment activities.</p> <p>Student and parent surveys will indicate a 5% increase in participation by students in after-school enrichment activities from the 25% recorded in the surveys of February, 2015, to 30% when surveys are administered in the spring of 2016.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2% (the baseline established in the 2014-2015 school year was 6%).</p> <p>Increase parent involvement in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions(2015-2016 will be baseline year). Increase parent participation in the 2016 spring survey by 5% (the baseline established in spring 2015 was 50%).</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>Increase availability of after-school enrichment activities.</p> <p>Support the addition of one-hour per day of after-school teacher time for the addition of enrichment activities.</p> <p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p><i>Provide professional development training in integrating CCSS.</i></p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>High-Achieving</u></p>	<p><b>\$4,159</b> (as reflected in Goal #1) (0011/2900)</p> <p><b>\$3,049</b> (0000/5210)</p> <p><b>\$6,000</b> (0000/4310)</p>
<p>Increase availability of after-school and in-school homework support.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>High-Achieving</u></p>	<p><b>\$5,131</b> (Supplemental/ Concentration) –</p>



<p>Support the increase of one-hour per day five days per week for a Homework Club after school.</p> <p>Purchase of supplemental materials and supplies.</p>			<p>as reflected in goal #1 (0001/1100)</p> <p><b>\$2,840</b> (Supplemental/ Concentration) (0001/1100)</p>
		<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Student-level data on academic achievement.</p> <p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p>	<p>Results of the '16-'17 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '15-'16 CAASPP.</p> <p>Sign-in sheets will indicate a 5% increase in participation by students in after-school enrichment activities.</p> <p>Student and parent surveys will indicate a 5% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2017.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.</p>



<p>Increase availability of after-school and in-school homework support.</p> <p>Maintain the one-hour per day five days per week for a Homework Club after school.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>High-Achieving</u></p>	<p><b>\$5,208</b> (Supplemental/ Concentration) – as reflected in goal #1 (0001/1100)</p> <p><b>\$2,840</b> (Supplemental/ Concentration) (0001/4310)</p>
		<p><u>  </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>	

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable</b></p>	<p><u><b>Metric</b></u> Student-level data on academic achievement.</p>	<p><u><b>Outcome</b></u> Results of the '17-'18 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '16-'17 CAASPP.</p>
--	---	--

<p><b>Outcomes:</b></p>	<p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p> <p>Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.</p>	<p>Sign-in sheets will indicate a 5% increase in participation by students in after-school enrichment activities.</p> <p>Student and parent surveys will indicate a 5% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2018.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.</p> <p>Increase parent involvement in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions by 5%. Increase parent participation in the 2018 spring survey by 5%.</p>	
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase availability of after-school enrichment activities.</p> <p>Maintain the one-hour per day of after-school teacher time for the addition of enrichment activities.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> X </u> Other Subgroups:(Specify) <u> High-Achieving</u></p>	<p>\$4,284 (as reflected in goal #1) (0011/2900)</p> <p>\$2,000 (0000/5210)</p>

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p><i>Provide professional development training in integrating CCSS.</i></p> <p>Purchase of supplemental materials and supplies.</p>			<p><b>\$6,000</b> (0000/4310)</p>
<p>Increase availability of after-school and in-school homework support.</p> <p>Maintain the one-hour per day five days per week for a Homework Club after school.</p> <p>Purchase of supplemental materials and supplies.</p>		<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>X Other Subgroups:(Specify) <u>  </u>High-Achieving</p>	<p><b>\$5,286</b> (Supplemental/Concentration) – as reflected in goal #1 (0001-1100)</p> <p><b>\$2,840</b> (Supplemental/Concentration) (0001/4310)</p>
		<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____</p>	

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

## 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:	<b>Goal #1</b> Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities by employing highly qualified teachers, maintaining sufficient instructional materials aligned with Common Core State Standards, and maintaining clean and safe learning facilities.		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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><b>Metric</b></p> Student-level data on academic achievement, and participation in extracurricular and supplemental activities.  Teacher misassignment rates as reported by COE Personnel director. Annual Sufficiency of IM Board resolution.  Facilities in good repair as measured by Williams FIT.	<p style="text-align: center;"><b>Outcome</b></p> Student academic levels will improve by 2% in the first year; increase student participation in support services and extracurricular activities by 10% in the first year.  Maintatin 100% HQT  100% of students have standards aligned IM in core academic subjects.  Maintain a 100% safe Environment.	Actual Annual Measurable Outcomes:	<p><i>Fieldbrook School will not be able to determine student academic levels until we receive results from the state of California on the CAASPP testing.</i></p> <p><i>In the first year 37% of the students participated in the after-school homework club, according to the February, 2015 parent survey and student surveys, and the after-school program sign-in sheet. This represents an increase of approximately 13%.</i></p> <p><i>According to parent/student surveys and sign-up sheets, approximately 45% of the 3<sup>rd</sup>-8<sup>th</sup> grade students participated in the extra-curricular/after-school Spanish program at the beginning of the '14-'15 school year. This participation level dropped to 23% by the end of the year due to other outside involvements by students.</i></p> <p><i>Fieldbrook maintained 100% HQT, and 100% of students had standards aligned IM in core academic subjects.</i></p> <p><i>Facilities remained in good repair as measured by Williams FIT, and the school maintained a 100% safe environment.</i></p>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	



<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical content and critical thinking skills and English Language Arts.</p>	<p>\$1,500 for professional development training in integrating Common Core State Standards (Common Core Funding)</p>	<p><i>Two full days of in-service were provided to the certificated and classified staff on the new Common Core State Standards in mathematics by local math curriculum specialist, Kim Sutton.</i></p>	<p>\$3,875</p>
<p>Increase availability of support by adding an after-school homework club, after-school opportunities for a variety of academic/extra-curricular-based activities, counseling services (individual and group), and academic support for intervention program.</p>	<p>\$7500 for purchase of new mathematics curriculum materials and supplemental materials for mathematics and English Language Arts. (Common Core Funding)</p>	<p><i>The following new mathematics curricula were approved by the Board of Trustees and purchased by the district for implementation at Fieldbrook School: Kindergarten – 2<sup>nd</sup> Grades; EngageNewYork 3<sup>rd</sup> – 5<sup>th</sup> Grades; Math in Focus 6<sup>th</sup> – 8<sup>th</sup> Grades: CPM</i></p> <p><i>Various supplemental materials for English Language Arts were purchased throughout the year as needed.</i></p>	<p>\$5,791</p>
<p>Increase availability of support by adding an after-school homework club, after-school opportunities for a variety of academic/extra-curricular-based activities, counseling services (individual and group), and academic support for intervention program.</p>	<p>\$500 to provide an extra-curricular based activity to the afterschool program (Daycare/LCFF Funding)</p>	<p><i>The Spanish program continued for the second year.</i></p>	<p>\$738</p>
<p>Increase availability of support by adding an after-school homework club, after-school opportunities for a variety of academic/extra-curricular-based activities, counseling services (individual and group), and academic support for intervention program.</p>	<p>\$4302 to increase counseling services (LCFF Funding)</p>	<p><i>An additional half-day was added to the counselor's time, allowing her to address homework issues with a group of students on a weekly basis.</i></p>	<p>\$5,673</p>
<p>Increase availability of support by adding an after-school homework club, after-school opportunities for a variety of academic/extra-curricular-based activities, counseling services (individual and group), and academic support for intervention program.</p>	<p>\$1,500 to maintain</p>	<p><i>The intervention program continued to serve primary students whose eligibility was determined by the Student</i></p>	<p>\$2813</p>

	<p>academic support for intervention programs (Title 1/LCFF Funding)</p> <p>\$230,000 for certificated salaries and benefits for the employment of highly qualified teachers for core curriculum implementation (LCFF/EPA Funding)</p> <p>\$9000 for music enrichment services (LCFF Funding)</p> <p>\$10,000 for classroom supplies to support core curriculum (Common Core/LCFF Funding)</p>	<p><i>Study Team process.</i></p> <p><i>All certificated teachers members were highly qualified and appropriately placed in classroom assignments.</i></p> <p><i>Music program provided classroom music for grades Kdg.-3<sup>rd</sup> weekly, beginning and intermediate strings classes for 1<sup>st</sup>-3<sup>rd</sup> graders, recorder class for 3<sup>rd</sup> graders, choir for 4<sup>th</sup>-8<sup>th</sup> graders, string ensemble for grades 5<sup>th</sup>-8<sup>th</sup>, and a guitar class for 5<sup>th</sup>-8<sup>th</sup> graders.</i></p> <p><i>Supplementary supplies for English Language Arts and mathematics were purchased for Kdg.-8<sup>th</sup> grades.</i></p>	<p>\$362,592</p> <p>\$9,534</p> <p>\$15,000</p>
Scope of service:	LEA-wide	Scope of service:	
<u>X</u> _ALL		<u>  </u> _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)_____		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)_____	
Increase availability of support by adding an after-school homework club, after-school opportunities for a variety of academic/extra-curricular-based activities, counseling services (individual and group), and academic support for intervention program.	\$4500 to hire afterschool homework support (Supplemental/ Concentration Funding)	<i>A daily homework club was added to the after-school program.</i>	\$2,366
	\$12,900 to increase counseling services (Supplemental /Concentration Funding)	School counseling services were increased by one full day per week.	\$14,769
	\$12,000 to maintain academic intervention support program (Supplemental/ Concentration Funding)	Three instructional assistants, guided by certificated staff, provided intervention services for students in grades Kdg.- 6 <sup>th</sup> in English Language Arts and mathematics both within the classroom setting, and in a pull-out program.	\$15,396.92
	\$10,800 In class small group instruction (Supplemental/ Concentration Funding)	Four instructional assistants provided small group, in-class support services to students who were not performing at grade level as determined by the classroom teacher based upon on-going assessments.	\$19,777
Scope of service:	LEA-wide	Scope of service:	

__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)_____	__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)_____
---	--

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Fieldbrook School met its' Goal #1. We will maintain the level of services provided our low income at/risk students in '15-'16.
--	---

Original GOAL from prior year LCAP:	<b>Goal #2</b> Increase regular and timely attendance on a daily basis.	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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 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
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	<b>Metric</b> Student-level data on excused and unexcused absences and tardies.  Chronic absenteeism rate.	<b>Outcome</b> Student attendance will improve by 1% in the first year.  Identify chronic absenteeism rate.	Actual Annual Measurable Outcomes:	Student attendance improved by 0.5% in this first year.  The chronic absenteeism rate in '14-'15 was 5% of total school population..
--------------------------------------	---	--	------------------------------------	--

**LCAP Year: 2014-15**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Improve student and parent information regarding importance of timely school attendance on a daily basis.	\$500 to increase the number of notices going home on the importance of attendance (including ed	Four letters were sent out school-wide during the year stressing the important of timely school attendance on a daily basis. Telephone calls were made daily to the parents of students not in attendance.	\$800

<p>Increase frequency of computer analysis on tardies and absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Improve district support for students and parents with attendance issues.</p> <p>Utilize the local SARB to assist students and parents in finding solutions to attendance issues.</p>	<p>.code and legal requirements) (LCFF Funding)</p> <p>\$800 to monitor attendance and send out truancy notices as warranted (LCFF Funding)</p> <p>No cost involved</p>	<p>Monthly computer analysis was completed to determine attendance patterns. Letters were sent home to students who were approaching chronic absenteeism rates, or who had had inordinately high rates of absence due to illness. Secretary apprised Superintendent, who made follow-up telephone calls to parents and scheduled meetings to help families solve issues leading to absenteeism.</p>	<p>\$5,458</p> <p>No cost involved.</p> <p>No cost involved.</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><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>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase frequency of computer analysis on tardies and absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260</p>	<p>\$500 to informing low income at risk households on the importance of timely, consistent attendance (Supplemental/ Concentration Funding)</p>	<p>Four letters were sent out school-wide during the year stressing the important of timely school attendance on a daily basis. Telephone calls were made daily to the parents of students not in attendance.</p> <p>Monthly computer analysis was completed to determine attendance patterns. Letters were sent home to students who were approaching chronic absenteeism rates, or who had had inordinately high rates of absence due to illness. Secretary apprised Superintendent, who made follow-up telephone calls to parents and scheduled meetings to help</p>	<p>\$2,000</p>

<p>Increase district support (such as counseling services) for students with attendance issues.</p> <p>Utilize the local SARB to assist students and parents in finding solutions to attendance issues.</p>	<p>\$2,000 to maintain, follow and encourage and track at risk, low income attendance (Supplemental/ Concentration Funding) \$1,225 toward early attendance and breakfast program (Supplemental/ Concentration Funding)</p> <p>Covered in amount listed in action #1.</p> <p>No cost involved</p>	<p>families solve issues leading to absenteeism.</p> <p>School counseling services were increased by one full day per week.</p> <p>Only one referral was made to the local SARB in the '14-'15 school year.</p>	<p>\$2,500</p> <p>\$14,769 (as reported in goal #1)</p> <p>No cost involved.</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>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)_____</p>		<p>Scope of service:</p> <p><input 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>What changes in actions, services, and expenditures will be made as a result of</p>		<p>Fieldbrook School will add one-half day per week in school counseling services to help students who are experiencing chronic absenteeism. In addition, one-half day per week will also be added to the secretarial position</p>	

reviewing past progress and/or changes to goals?	in order to more closely monitor chronic absenteeism and follow-up with the appropriate letters and referrals to the School Attendance and Review Board, and keep the Superintendent apprised of she cannot support the appropriate steps that must be taken to reduce the rate of chronic absenteeism.
--	---

Original GOAL from prior year LCAP:	<b>Goal #3</b> Implement programs and activities to empower and challenge higher achieving students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	<b>Metric</b> Student-level data on academic achievement, participation in extra-curricular activities.	<b>Outcome</b> Student participation in programs and activities will increase by 5% in the first year.	Actual Annual Measurable Outcomes:	According to student and parent surveys conducted in February, 2015, 49% of the 5 <sup>th</sup> -8 <sup>th</sup> grade students participated in the after-school Spanish program during some part of the year. 27% of the students benefitted from attending the after-school Spanish program. 25% of the 5 <sup>th</sup> -8 <sup>th</sup> grade students attended the After-School Daycare Program, and 19% of the students participated in and benefitted from Homework Club (part of the After-School Daycare Program).
--------------------------------------	--	---	------------------------------------	--

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase availability of after-school enrichment programs.	\$2000 to support the addition and continuation of after-school enrichment	Daily Homework Club was added to the After-School Daycare Program. The after-school Spanish program was continued twice weekly for the second year (it began in the '13-'14 school year).	\$2,622

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p>	<p>program. (Daycare/LCFF Funding)</p> <p>\$1,500 for professional development training in integrating Common Core State Standards and how it pertains to at risk, low income (Common Core Funding)</p> <p>\$7,500 for purchase of new mathematics curriculum materials and supplemental materials for at-risk, low income students. (Common Core Funding)</p>	<p>Two full in-service days for certificated and classified staff were held on Nov. 10. 2014 and March 13, 2015 focusing on how to implement new mathematics curricula and hands-on activities based upon the new Common Core State Standards.</p> <p><i>The following new mathematics curricula were approved by the Board of Trustees and purchased by the district for implementation at Fieldbrook School:</i>  <i>Kindergarten – 2<sup>nd</sup> Grades; EngageNewYork</i>  <i>3<sup>rd</sup> – 5<sup>th</sup> Grades; Math in Focus</i>  <i>6<sup>th</sup> – 8<sup>th</sup> Grades: CPM</i></p>	<p>\$3,875 (as previously stated in goal #1)</p> <p>\$5,791 (as previously stated in goal #1)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input 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>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>Increase availability of after-school academic/enrichment programs.</p>	<p>\$1,000 to support the addition and</p>	<p>Daily Homework Club was added to the After-School Daycare Program. The after-school Spanish program was continued twice weekly for the second year (it began in the</p>	<p>\$2,622 (as previously stated)</p>



<p>Provide professional development training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p>Increase availability of after-school and in school homework support</p>	<p>continuation of afterschool enrichment programs to further nurture high achieving low income students.</p> <p>\$1,000 for professional development training in integrating Common Core State Standards and how it pertains to at risk, low income (Supplemental/Concentration Funding)</p> <p>\$500 for purchase of supplemental materials for at-risk, low income students. (Supplemental/Concentration Funding)</p> <p>\$2800 Math lesson and homework support (Supplemental/Concentration</p>	<p>'13-'14 school year).</p> <p>This was included in the two full in-service days for certificated and classified staff were held on Nov. 10, 2014 and March 13, 2015 focusing on how to implement new mathematics curricula and hands-on activities based upon the new Common Core State Standards.</p> <p>Purchased the Second Step Program, for use by the school counselor, to help support student academic success, including school attendance and an anti-bullying component. This program is being utilized in grade Kdg. through 8<sup>th</sup> grade.</p> <p>Staffing the daily Homework Club with certificated personnel.</p>	<p>\$3,875 (as previously stated)</p> <p>\$3,148</p> <p>\$2,366</p>
--	---	---	---

		Funding)			
Scope of service:	LEA-wide		Scope of service:		
<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 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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Fieldbrook School will continue the Homework Club and the after-school Spanish program in '15-'16. We plan to add one-half day of school counseling services. We also plan to add one-hour of time, four days per week, to the Homework Club teacher in order to add after-school activities such as a Chess Club, a Science Club, a Book Club and an Olympics-of-the-Mind Club. These extra-curricular activities will be open to all, however, low income, at-risk students will be given preference when signing up.			

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	\$ <u>70,620</u>
<p>There are no English Language Learners or foster youth currently attending Fieldbrook School. This LCAP does not address the high school graduation or drop-out rates, but as a K-8 school we have a 100% graduation rate and a 0% drop-out rate. Over the course of the past five (5) years, 99% of Fieldbrook School graduates have graduated from high school, and 0% have dropped out (according to data from the three area high schools).Of the total student population at Fieldbrook School during the '14-'15 school year, 37.6% are low income/at-risk students, as identified by free/reduced lunch eligibility criteria. This equates to 59 of the 157 total students.</p> <p>To support the needs of all students as well as the low income/at-risk students, in goal #1 and its activities the district will expend approximately \$11,713 in order to provide a formal homework club as part of the after-school program, and make this homework club accessible to all low income/at-risk students, as well as to add at least one additional academic/extra-curricular activity to the after-school program such as, but not limited to, a science club, a literature group and/or a drama club, a chess club and/or an Olympics of the Mind Club. \$22,319 will be utilized to increase counseling services in the 2015-16 school year to meet the social and emotional needs of the low income/at-risk population. \$25,022 will be budgeted to maintain the intervention program that provides academic support in reading language arts and/or math to low income/at-risk students who have been, and will be, referred to the Student Study Team and designated as needing the additional academic support. The district is committed to continuing to demonstrate academic growth, particularly within the low income/at-risk population.</p> <p>For goal #2 activities the district will allocate approximately \$2,641 to improve the information disseminated to all students, including low income/at-risk students and their parents concerning the importance of regular and timely school attendance and to increase the frequency of computer analysis of tardies and absences to a twice monthly basis. This information is critical for all student households, including low-income, at-risk student households. It is of the utmost importance to approve ALL students’ attendance, and the low-income, at-risk students will be afforded the same opportunities to improve attendance. This monetary amount will support the time spent by office personnel to complete this task. \$22,319 (as previously stated in goal #1 – not included a second</p>	

time in the total) will be utilized to increase counseling services for low income/at-risk students with attendance issues.

Fieldbrook School will improve services to low income/at-risk students who are academically high achieving by allocating \$11,713 (as previously stated in goal #1 – not included a second time in the total) to support additional after-school academic/enrichment programs such as, but not limited to, a science club, a literature group, a drama club, a chess club, and a series of Olympics of the Mind workshops. in accordance with goal #3 activities. Approximately \$2,000 will be utilized to provide professional development training and curriculum materials to ensure that all teachers will implement the Common Core State Standards, emphasizing activities to further engage high achieving low income/at-risk students. An additional \$2,840 will be utilized to purchase supplementary materials (i.e. intervention) in Goal #1. In order to ensure that our low-income/at-risk students receive a nutritional hot lunch every day, we will supplement our cafeteria funding by \$4,085, also in Goal #1.

\$70,620 represents the increase in funds for the 2015-2016 LCAP year. These funds will be utilized to implement the three goals and accompanying activities outlined in section 3B to better meet the needs of the low income/at-risk student population.

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.

6.51	%
------	---

For the 2015-2016 school year the district will spend approximately \$70,620 on providing services for low income/at-risk students. This equates to the proportionality target of 6.51%. That dollar amount increase above and beyond what will be provided for every student at Fieldbrook School will be spent to continue the after-school homework club, add additional academic/extra-curricular activities, add a half-day of counseling time, and contribute money from the general fund to the cafeteria in order to provide nutritional lunches for low-income/at-risk students. We will continue our current level of intervention services utilizing three instructional assistants who will provide in-class, small group support instruction in the primary grades. Fieldbrook School will continue to improve its system of monitoring absences and tardies by adding an additional half-day per week of secretarial time to send home additional notices as to the importance of timely and regular attendance, and to send home truancy notices and make SARB referrals according to guidelines set forth by California Education Code.

A portion of the professional development provided for teachers and classifies staff will be focused on strategies that will continue to provide additional support for low income/at-risk students to ensure they are provided every opportunity for success academically.

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).

8-22-14 [California Department of Education]