Introduction: The following metrics are not applicable to our K-8 district: UC/CSU eligible graduates; AP exam results; Early Assessment Program (EAP) 2013 test results; high school dropout rates; high school graduation rates; concurrent enrollment in community college classes; enrollment in Career/Tech courses.

LEA: Fortuna Elementary   Contact Jeff Northern, Supt. jnorthern@fortunaesd.com 707-725-2293   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
Review of LCAP process and budget concerns at Board Meetings; took input Public Meeting at Chamber of commerce; took input Public Meeting at Kiwanis; took input Teachers' online survey posted; input collected (English and Spanish) EL parent meetings: took input Parent/Teacher meetings; took input Site Council meetings; took input Meeting with teacher/parent committee—reviewed goals; took input Meeting with certificated staff to review draft; took input	Initial draft was created using data from PEM Draft revised using input received at various meetings and through online surveys Smaller class sizes was a repeated priority by parents and teachers Teachers repeatedly asked for more PD for CCSS implementation Parent and teachers felt technology is a need across the district

Published article in the Humboldt Beacon explaining new process and inviting community input Input was gathered from the board and public at board meetings	Some parents and teachers felt that it is important for parents to be involved in their child's education Concern was expressed about the goal for "100% of student to show growth on NWEA" but it was explained that ALL students should be showing some growth year to year.
Annual Update: 1/15/15 – Review of LCAP process & budget concerns at board meeting; took input 1/22/15 – Public meeting at Chamber of Commerce; took input 1/23/15 – Public meeting at Kiwanis Club; took input 2/9/15 – Meeting with teacher/parent committee – reviewed goals; took input 3/4/15 – Teachers surveyed; input collected 3/16/15 – Review of LCAP at DELAC mtg. – took input 3/19/15 – Public hearing was held during board mtg. 4/2/15 – Parent mtgs./Site Council mtgs. – took input 4/19/15 – Public hearing was held during board mtg. First Wednesday of each month – Staff gave input and suggestions at various site staff mtgs.; took input	**Annual Update:** Suggested that we change the student growth measurement to include multiple measures NWEA Teachers expressed a continued need for PD for CCSS implementation All stakeholders expressed the need to keep a counselor at each site Teachers expressed the need to review and begin the adoption process for CCSS aligned ELA and Science materials

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.

GOAL: 1	Provide Equitable Intervention for all district sites.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>Achievement data shows need for more individualized interventions at all sites</mark>

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

LCAP Goal 1 Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Metric**	**Outcome**
	CELDT results	90% of students receiving EL interventions will show growth over the scores from previous CELDT testing
	CELDT results	Increase the number of redesignated EL students by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use all available data such as DIBELS, NWEA, and class assessments to monitor student achievement		__ALL OR: __Low Income pupils x English Learners __Foster Youth x Redesignated fluent English proficient __Other Subgroups: low achieving	$14,500 RS 0000, OB 5800; RS 0001, OB 4314
DIBELS and NWEA data will be used to identify and determine appropriate interventions and drive instruction		__ALL OR: __Low Income pupils x English Learners __Foster Youth x Redesignated fluent English proficient __Other Subgroups: low achieving	$947,318 20% of teacher's salaries RS 0000, 0001, 1400, 3010, 4035, 6500 OB 1XXX, 3XXX

LCAP Goal 1 Year 2: 2016-17

	Expected Annual Measurable Outcomes:	Metric	Outcome
Expected Annual Measurable Outcomes:		CELDT results	90% of students receiving EL interventions will show growth over the scores from previous CELDT testing
		CELDT results	Increase the number of redesignated EL students by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use all available data such as DIBELS, NWEA, and class assessments to monitor student achievement	LEA-wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_ Redesignated fluent English proficient __Other Subgroups: low achieving	$14,500 RS 0000, OB 5800; RS 0001, OB 4314
DIBELS and NWEA data will be used to identify and determine appropriate interventions and drive instruction		__ALL OR: __Low Income pupils _x__English Learners __Foster Youth _x_ Redesignated fluent English proficient __Other Subgroups: low achieving	$956,435 20% of teacher's salaries RS 0000, 0001, 1400, 3010, 4035, 6500 OB 1XXX, 3XXX

LCAP Goal 1 Year 3: 2017-18

	Metric	Outcome
Expected Annual Measurable Outcomes:	CELDT results	90% of students receiving EL interventions will show growth over the scores from previous CELDT testing
	CELDT results	Increase the number of redesignated EL students by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use all available data such as DIBELS, NWEA, and class assessments to monitor student achievement	LEA-wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups: low achieving	$14,500 RS 0000, OB 5800; RS 0001, OB 4314
DIBELS and NWEA data will be used to identify and determine appropriate interventions and drive instruction	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: low achieving	$982,037 20% of teacher's salaries RS 0000, 0001, 1400, 3010, 4035, 6500 OB 1XXX, 3XXX

		Related State and/or Local Priorities:
GOAL: 2	All students will be engaged in learning CCSS for mathematics and E/LA and will be provided interventions and additional support as needed.	1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8 X COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>Continued implementation of CCSS math adoption and review of new E/LA CCSS state approved adoptions</mark>
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Goal 2 Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Metric** Number of Highly Qualified Teachers Instructional Materials	**Outcome** 100% of teachers are Highly Qualified All students have access to instructional materials

CCSS instructional materials	All students have access to CCSS math materials; Full implementation of CCSS math & review of state adopted E/LA materials
PD with ELD standards and framework	All teachers will receive training on ELD framework
NWEA assessments and Local multiple measures of student achievement	80% of students will show growth on the NWEA assessment
CAASPP	Teachers will use 2015 test scores as a baseline for growth
API Scores	API baselines will be set by the SBE in 2015 (not available to districts at this time)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HQTs will provide CCSS-aligned instruction Ensure support for all students by maintaining smaller class sizes	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,346,132 RS 0000, 0001, 1400, 4035, 4050; OB 1100 & 3XXX
Formative data will be used to drive instruction		_X_ALL	$669,227

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20% of Teacher's salaries RS 0000, 0001, 1400, 4035, 4050; OB 1100 & 3XXX
		__ALL	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Goal 2 Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Metric**	**Outcome**

Metric	Outcome
Number of Highly Qualified Teachers	100% of teachers are Highly Qualified
Instructional Materials	All students have access to instructional materials
CCSS instructional materials	Full implementation of CCSS math & adopted E/LA materials
PD with ELA/ELD standards and framework	All teachers will receive training on ELA/ELD materials
NWEA assessments and local multiple measures of student achievement	85% of students will show growth on the NWEA assessment
CAASPP	Student growth on SBAC tests will be 5%.
API Scores	API will increase by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use available data to monitor student achievement	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$97,951 RS 0000, 0212 & 1100 OB 1150, 4110, 3XXX
Formative data will be used to drive instruction		_X_ALL	$691,996

and interventions		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20% of Teacher's salaries RS 0000, 0001, 1400, 4035, 4050; OB 1100 & 3XXX
Purchase state adopted ELA materials		X ALL	$184,850 RS 0212, OB 4110
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Goal 2 Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Metric**	**Outcome**

Metric	**Outcome**
Number of Highly Qualified Teachers	100% of teachers are Highly Qualified
Instructional Materials	All students have access to instructional materials
CCSS instructional materials	Full implementation of CCSS math & adopted E/LA materials
PD with ELA/ELD standards and framework	All teachers will receive training on ELA/ELD materials
NWEA assessments and local multiple measures of student achievement	100% of students will show growth on local assessments and 80% of students will show growth on NWEA assessments
CAASPP	Students will show 5% growth on SBAC tests
API Scores	API will increase by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use multiple measures to monitor ongoing student achievement	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$97,951 RS 0000, 0212 & 1100 OB 1150, 4110, 3XXX
PD opportunities will be designed by the administration and the teacher leadership committee		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$43,303 10% OF RS 3010

		Related State and/or Local Priorities:
GOAL: 3	Develop positive school climate which engages students and is based on school wide positive behavior practices	1 _X_ 2 __ 3 __ 4 __ 5 __ 6 _X_ 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	<mark>Learning environments are disrupted by students who exhibit poor self-regulation and by poor attendance. The district's average attendance rate is 94.64% and the chronic absenteeism rate is .009%.</mark>

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

LCAP Goal 3 Year 1: 2015-16

	Metric	**Outcome**
Expected Annual Measurable Outcomes:	School attendance rates	Improve overall district wide attendance by .5%
	Chronic absenteeism rates	Decrease chronic absenteeism by .004%
	Middle School Dropout rate	Maintain 0% dropout rate
	Suspension rates	Decrease overall district suspension rates by 2%
	Expulsion rates	Maintain 0% expulsion rate
	School wide information system (SWIS) data to support PBIS implementation	Site data will show a decrease in incidents of needed "assertive discipline" interventions by 5%.
	Site based student climate surveys	Establish baselines from student climate surveys
	FIT (Facilities Inspection Tool)	Maintain "good" standards per FIT reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Site PBIS teams will receive additional PD	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 RS 3010 OB 5210
Counselors will be trained as PBIS trainers	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 RS 3010 OB 5210
SWIS data teams will be developed at each site	LEA-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,200 RS 3010 OB 5210
Maintain all facilities in fair to good repair	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$182,971 RS 8150

LCAP Goal 3 Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Metric** School attendance rates	**Outcome** Improve overall district wide attendance by .5%

Chronic absenteeism rates	Decrease chronic absenteeism by .004%
Middle School Dropout rate	Maintain 0% dropout rate
Suspension rates	Decrease overall district suspension rates by 2%
Expulsion rates	Maintain 0% expulsion rate
School wide information system (SWIS) data to support PBIS implementation	Site data will show a decrease in incidents of needed "assertive discipline" interventions by 5%.
Site based student climate surveys	Student survey data will show a 2% increase in students' positive attitudes toward their school
FIT (Facilities Inspection Tool)	Maintain "good" standards per FIT reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ongoing PD for counselors as PBIS trainers	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 RS 3010 OB 5210
Continued implementation of SWIS teams at each site	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,200 RS 3010 OB 5210
Maintain all facilities in fair to good repair	LEA-wide	_X_ALL	$182,971

| | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | RS 8150 |

<div align="center">LCAP Goal 3 Year 3: 2017-18</div>

	Metric	**Outcome**
Expected Annual Measurable Outcomes:	School attendance rates	Improve overall district wide attendance by .5%
	Chronic absenteeism rates	Decrease chronic absenteeism by .004%
	Middle School Dropout rate	Maintain 0% dropout rate
	Suspension rates	Decrease overall district suspension rates by 2%
	Expulsion rates	Maintain 0% expulsion rates
	School wide information system (SWIS) data to support PBIS implementation	Site data will show a decrease in incidents of needed "assertive discipline" interventions by 5%.
	Site based student climate surveys	Student survey data will show a 2% increase in students' positive attitudes toward their school
	FIT (Facilities Inspection Tool)	Maintain "fair" to "good" standards per FIT reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ongoing PD for counselors as PBIS trainers	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 RS 3010 OB 5210

Continued implementation of SWIS teams at each site	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,200 RS 3010 OB 5210
Maintain all facilities in fair to good repair		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$182,971 RS 8150

GOAL: 4	Parents will be welcomed and encouraged to actively engage in their child's education	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	==Parent/Guardian involvement appears to decline as students move upward through the grades.==
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Goal 4 Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Metric**	**Outcome**
	Parent/Guardian participation rates	Achieve 90% attendance rate at parent/teacher conferences
	Parent/Guardian participation at IEP meetings	Maintain 100% parent/guardian attendance at IEP mtgs.
	Parent/Guardian participation in LCAP mtgs.	Establish baselines for parent/guardian involvement at LCAP development meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents/Guardians will be actively recruited for site council committees	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 RS 0000 OB 5805
Parents/Guardians and community members will be actively recruited to volunteer in the schools		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 RS 0000 OB 5805
Administrators will participate in community events and service clubs to help inform and recruit volunteers		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 RS 0000 OB 5300

LCAP Goal 4 Year 2: 2016-17

	Metric	**Outcome**
Expected Annual Measurable Outcomes:	Parent/Guardian participation rates	Achieve 92% attendance rate at parent/teacher conferences
	Parent/Guardian participation at IEP meetings	Maintain 100% parent/guardian attendance at IEP mtgs.
	Parent/Guardian participation in LCAP mtgs.	Increase parent/guardian involvement at LCAP planning Meetings by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents/Guardians and community members will be actively recruited to sit council committees	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$3,000 RS 0000 OB 5805

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Other Subgroups:(Specify)_____	
Parents/Guardians and community members will be actively recruited to volunteer in the schools	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 RS 0000 OB 5805
Administrators will participate in community events and service clubs to help inform and recruit school volunteers	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 RS 0000 OB 5300

LCAP Goal 4 Year 3: 2017-18

	Metric	**Outcome**
Expected Annual Measurable Outcomes:	Parent/Guardian participation rates	Achieve 94% attendance rate at parent/teacher conferences
	Parent/Guardian participation at IEP meetings	Maintain 100% parent/guardian attendance at IEP mtgs.
	Parent/Guardian participation in LCAP mtgs.	Increase parent/guardian involvement at LCAP planning Meetings by 7%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents/Guardians and community members will be actively recruited to sit council committees	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000 RS 0000 OB 5805
Parents/Guardians and community members will be actively recruited to volunteer in the schools	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000 RS 0000 OB 5805

| Administrators will participate in community events and service clubs to help inform and recruit school volunteers | LEA-wide | _X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups: (Specify)_____ | $1,000
RS 0000
OB 5300 |

GOAL: 5	Students will be prepared as 21st century learners through instructional programs which integrate technology and are aligned to CCSS.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Computers, devices, and infrastructure need to be continually monitored and upgraded

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

LCAP Goal 5 Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Metric** Number of computers/devices per student Teachers will include devices as part of daily instruction	**Outcome** Maintain 1:1 devices in grades 5-8 1:5 devices in grades TK-4 Computers/devices will be used for a minimum of 30% of students' instructional lessons

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Technology will monitor needs throughout the district	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,539 RS 0000 OB 2408, 3XXX

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Site administrators will keep Director of Technology apprised of site technology/device needs	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 RS 0000 OB 2700, 3XXX
Director of Technology will work with Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 RS 0000, 0001, 1100 OB 4310, 4445

LCAP Goal 5 Year 2: 2016-17

	Metric	**Outcome**
Expected Annual Measurable Outcomes:	Number of computers/devices per student	Maintain 1:1 devices in grades 5-8 1:4 devices in grades TK-4
	Teachers will include devices as part of daily instruction	Computers/devices will be used for a minimum of 40% of students' instructional lessons

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Technology will monitor needs throughout the district	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,539 RS 0000 OB 2408, 3XXX
Site administrators will keep Director of Technology apprised of site technology/device needs		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 RS 0000 OB 2700, 3XXX
Director of Technology will work with		_X_ALL	$95,000

Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000, 0001, 1100 OB 4310, 4445

LCAP Goal 5 Year 3: 2017-18			

Expected Annual Measurable Outcomes:	**Metric** Number of computers/devices per student Teachers will include devices as part of daily instruction		**Outcome** Maintain 1:1 devices in grades 5-8 1:3 devices in grades TK-4 Computers/devices will be used for a minimum of 45% of students' instructional lessons
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Director of Technology will monitor needs throughout the district	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$64,539 RS 0000 OB 2408, 3XXX
Site administrators will keep Director of Technology apprised of site technology/device needs	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000 RS 0000 OB 2700, 3XXX
Director of Technology will work with Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$95,000 RS 0000, 0001, 1100 OB 4310, 4445

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?

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?

Original GOAL from prior year LCAP:	GOAL 1: Ensure support for all students by maintaining smaller classes and providing equitable interventions at all sites		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 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:	Attendance records (school attendance rates; student suspension rates; student expulsion rates) NWEA RIT scores; (performance on standardized tests) 100% of students will show growth in Reading, Language Usage & Math on their mean RIT score from the Fall assessment All HQT will continue each year Sites will be staffed at an average of 24:1 in	Actual Annual Measurable Outcomes:	95.57% attendance district-wide 0% expulsions district-wide All students showed at least some growth in reading and math using local assessments 80% of students showed at least some growth on NWEA assessments All teachers are designated as HQ Grades TK-3 staffed at 24:1

	TK-3rd; 26:1 in 4th-8th		Grades 4-8 staffed at 26:1
	Purchase new math materials for all grades to meet CCSS		New CCSS math adoption at all grade levels
	Schools' PI status (score on API)		
	Purchase of CCSS math materials		

LCAP Goal 1 Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reduce class size	($2,843,261-LCFF) Sites will try to maintain sizes that average no more than: TK-3; 24:1 School wide 4-8; 26:1 school wide	Class size average at all sites were at or below the stated goal	$3,623,893
Use of data to identify students and needs	(14,000-LCFF) NWEA testing	All sites used NWEA 2 to 3 times per year for assessment; multiple assessments were also used to assign students for interventions and to drive instruction	$17,267
ELD coordinators will support classroom teachers who have identified EL students in their classes	($160,000-LCFF) 2 ELD Coordinators	2 ELD coordinators supported all identified EL students and worked with classroom teachers to ensure each EL student received classroom support	$174,398

Reading Intervention teachers	($95,000-LCFF) 2 PT Reading Specialists	Reading intervention teachers supported students identified as needing additional support at each site	$109,874
After school intervention	ASES programs at each site Funding: ASES grants (RS6010)	After school program staff worked with teachers to support students needing homework help and/or additional support in E/LA or math	$217,911
Site Counselors	1 counselor at each site- funding: Counseling grant (RS5812)	Counselors assigned to each site worked with students needing additional academic, social/emotional, or behavioral support. Counselors provided character education lessons at all grade levels. Data showed a decrease in behavior referrals over the past 2 years.	$263,705

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Small group support for reading and language development Specific interventions determined by student need	($95,000-LCFF Concentration) 2 PT Reading Specialists	Reading intervention teachers worked with students in small groups a minimum of four days per week Reading teachers used NWEA, DIBELS, and classroom data to determine which students needed additional support and which interventions to use	$109,874

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

EL small group support		($160,000-LCFF Concentration) 2 EL Teachers	EL small group support is provided by EL teachers to all identified EL students who have been identified through CELDT testing	$174,398
Scope of service:	LEA-wide		Scope of service: LEA-wide	
__ALL			__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Foster Youth Liaison will work with county agencies to support foster youth at all district sites		(Title I) Transportation ($80,000-LCFF, Child Welfare) Foster Youth Liaison	Foster Youth Liaison served on several county committees charged with supporting foster youth. She also oversees the Family Resource Centers at the elementary sites and works out appropriate transportation for foster students. She also brought in bilingual AmeriCorps workers to support families.	$92,194
Scope of service:	LEA-wide		Scope of service: LEA-wide	
__ALL			__ALL	
OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
EL paraprofessionals will support EL students as well as redesignated EL students at each school site		($186,743 LCFF Concentration) EL Aides	EL aides worked with ELD teachers and classroom teachers to support English learners at all sites. Support was individualized to the particular needs of each student. All identified students received individual support in the classroom or in small groups.	$77,497
Scope of service:	LEA-wide		Scope of service: LEA-wide	
__ALL			__ALL	
OR:			OR:	

__Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Title I funding will be used to support counselors at each site as grant funding is exhausted. Title I funding will be used to expand reading (RtI) support at Ambrosini Elementary and Toddy Thomas Middle School. Outcomes and metrics will be aligned for 2015-16.		

Original GOAL from prior year LCAP:	GOAL 2: Students will be engaged in learning aligned to CCSS and differentiated to their individual needs.		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL		
	Applicable Pupil Subgroups: ALL		

Expected Annual Measurable Outcomes:	**Metric** Staff needs survey	**Outcome** Weekly PLC notes will reflect the examination of data and its impact on weekly lesson plans	Actual Annual Measurable Outcomes:	**Outcome** The Leadership committee met monthly to provide suggestions for the four full day staff development days. Administrators met with the committee the month before the in-service to develop the agenda.
	Teacher Evaluations	75% of teachers and administrators will participate in PD at the county and state level		Wednesday PLCs focused on data and that data was used to plan lessons and individualization for students to align with CCSS. All teachers participated in PLCs 2-3 times per month. 100% of students identified as needing interventions are receiving services All classes implemented the new CCSS aligned math materials

LCAP Goal 2 Year: 2014-15				
Planned Actions/Services		**Actual Actions/Services**		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
4 planned non-student days during the year for district PD Early release Wednesdays for PLC work Site specific PD	Contract days included in certificated salary/benefits ($20,000-LCFF) for district staff development Title I – site PD funding for PI schools	75% of the non-student PD days were used to review the new CCSS aligned math materials. Additionally, early release Wednesdays and site PD days were focused on strategies for implementing CCSS across the curriculum. PD at each site also supported CCSS implementation		$77,112
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
_X_ALL		_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 4 staff development days will not be available due to state requirement of 180 student contact days. The school calendar was negotiated to be able to provide one full-day of staff development in the 2015-2016 school year. That day in September will be solely devoted for sharing student achievement data and for developing pacing schedules.

Original GOAL from prior year	GOAL 3: Parents will be welcomed and encouraged to actively engage in their child's	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__

LCAP:	education		COE only: 9__ 10__
			Local : Specify _____

Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL (particularly EL parents)	

Expected Annual Measurable Outcomes:	**Metric** Attendance sheets from parent meetings (efforts to seek parent input; promotion of parental participation)	**Outcome** Each school will show an increase of 10% in participation on councils and cmtes. Spanish/English translation will be available at all district events Parent volunteers will increase by 15%	Actual Annual Measurable Outcomes:	**Outcome** Baseline data were not available for each school so 2014-15 data were used as baseline—parents formed committees at each middle school to work with the principals to plan the 8th grade trips. Unfortunately, only 5 to 8 parents participated out of classes of 78 students at each school. Simultaneous translation was offered at each parent meeting through headsets purchased by the district.

LCAP Goal 3 Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	

	Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase outreach to parents for participation on site councils Ensure all school to home communications are in both English and Spanish	($5,000-LCFF) printing of newsletters and other communications ($5,000-LCFF) translation services		All four schools' site councils were appropriately filled with parent/community members at each site All school to home communications as well as the school's website provided information in both English and Spanish	$5,000 $5,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide

_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Parent participation will continue to be encouraged through school/home communication, message boards, automated phone messages, newsletters, and district and school websites. Food will be provided at meetings to encourage parents to participate. SSCs will meet membership requirements. Outcomes and metrics will be aligned for 2015-16.

Original GOAL from prior year LCAP:	GOAL 4: Students will have increased opportunities to work with the most current and up to date technologies	Related State and/or Local Priorities:
		1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7__ 8_X_
		COE only: 9__ 10__
		Local : Specify _____

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	**Metric**	**Outcome**	Actual Annual Measurable Outcomes:	**Outcome**
	Parent and staff surveys Implementation of CCSS School attendance rates Chronic absenteeism rates Middle school drop-out rates	Increase wireless infrastructure at all sites, particularly at South Fortuna Elem. 1:1 tablets for all 5th-8th grade students Decrease absenteeism by 5% at each site		All students at the middle schools (grades 5-8) received tablets for 1:1 instruction Chronic absenteeism is still a problem, particularly with students who have special needs Absenteeism was addressed through monthly SARB meetings. The new DA met with administrators from the Eel River Valley to get a better understanding of the attendance problems facing the schools.

LCAP Goal 4 Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase wireless accessibility on each campus Upgrade computers as needed Replace outdated computers in classrooms	($20,000-LCFF) wireless routers ($35,000-LCFF) replace outdated computers in classrooms	Wireless routers were added as needed at each school to increase accessibility Computers were updated at school sites as needed (computer labs as well as classroom computers)	$1,072.85 $4,135 (cost to set up lab) Computers were purchased in prior year.

		($38,000) Amplify Tablets purchased for all 5th-8th graders.	Tablets were purchased for every student in grades 5-8. 5-7 iPads were purchased for each classroom at South Fortuna Elementary		$87,764.67
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	South Fortuna Elementary School continues to need additional upgrades for technology. Technology will be budgeted in following years. Local law enforcement have agreed to send representatives to SARB meetings next year.

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$1,597,633

The concentration and supplemental grant funds will be used to support the EL Coordinators, the Reading Specialists, and the Foster Care Liaison. Counselors and the PBIS/SWIS program will be supported with the funding since the counseling grant ended and these programs are considered priorities at all sites. School librarians will also be supported through these funds.

The District has 272 EL students at the four schools, but the majority of the EL students are at South Fortuna Elementary and Fortuna Middle School. Additionally 72% of the students are eligible for free or reduced lunches so the concentration funds were used to support families of these students through counseling and ESL classes as well as additional classified support in the classrooms to provide academic support. Aides librarians, and EL Coordinators also provided pre-teaching to students.

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.

	20.79%

For 2015-16
Our Minimum Proportionality Percentage (MPP) according to the FCMAT calculator is 20.79%. We are increasing the EL coordinators' and Reading Specialists' time at the primary sites by 10%. We are hiring an additional teacher to reduce class size to better support student learning (5%). We are partially supporting the counseling program due to grant funds ending (5.79%).

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).