

**f 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Adopted 6/11/15**

**Introduction:** Green Point School District is a TK-8 district; therefore, some portions of the state priorities are not applicable. These include: Priority 4-standard achievement, share of students who are college and career ready, share of students who pass advanced placement exams, share of students determined prepared for college by the Early Assessment Program; Priority 5-student engagement, high school dropout and graduation rates. The district is currently 88% low income with 6% homeless, but has no EL population nor redesignated fluent English proficient. There is no API for 2015/16 at such time as there is a new accountability system. The LCAP will be revised to include improvement targets. Due to the small size of the district (under 15 pupils) services to support students with disabilities are individualized with regards to IEP. The district does not develop all-inclusive programs due to small numbers. All programs serve all students including unduplicated students due to district’s small size.

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***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>There is no bargaining unit for certificated or classified staff.</p> <p>1/18/15 Meeting with parents, staff, students. Discussed plans for 2015-16 and future years.</p> <p>1/20/15 Meeting with staff. Discussed LCAP goals for 2015-16.</p> <p>2/4/15 Meeting with staff. Discussed LCAP goals for 2015-16.</p> <p>4/16/15 Site council meeting: parents, staff, community. Discussed LCAP 2015-16 goals and priorities.</p> <p>5/15 Survey based on Healthy kids. Given to Staff, Parents, and upper grade students.</p>	<ul style="list-style-type: none"> <li>• Parents and students wanted to maintain and enhance the number of cross-curricular field trips, including local nature based field trips that focused not only science but art, writing and math.</li> <li>• Staff suggested more online intervention programs that allowed the teachers more one on one time while the remaining students worked on basic skills in computer based learning</li> <li>• Parents and staff recognized the need for more math articulation with the high school. Math textbook adoption that flows into the high school was a priority with the upper grade parents.</li> </ul>
<p>Annual Update:</p> <p>10/7/14 Meeting with parents, staff. Discussed goals for 2014-15.</p> <p>1/18/15 Meeting with parents, staff, students. Discussed goals and progress for 2014-15.</p> <p>1/20/15 Meeting with staff. Review goals for 2014-15.</p> <p>4/16/15 Site council meeting: parents, staff community. Discussed LCAP 2014-15.</p>	<p>Annual Update:</p> <ul style="list-style-type: none"> <li>• Parents wanted the bus transportation to continue. Bus transportation allowed the many interdistrict transfers to attend the school. As 75% of the current student body is out of district, maintaining the bus transportation maintain sufficient enrollment to stay open.</li> <li>• Parents and students endorsed the small class sizes that allowed for more one on one interaction with the teacher.</li> <li>• Students and parents emphasized the variety and frequency of field trips as one of the aspects that attracted the out of district students to attend Green Point</li> </ul>

**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?



<b>GOAL:</b>	<b>Goal #1</b> Students will have access to standards aligned materials, well-maintained school facilities, and no teacher missassignments.	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Math textbooks are not currently California Standards aligned and are not currently aligned to new high school integrated math curriculum.		
<b>Goal Applies to:</b>	<b>Schools:</b> All		
	<b>Applicable Pupil Subgroups:</b> All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b> 1.a Percentage of properly credentialed teachers 1.b Annual board resolution of sufficiency of instructional materials 1.c Facilities in good repair based on FIT	<b>Outcome</b> 1.a 100% properly credentialed teachers 1.b All students have access to standards-aligned instructional materials. No complaints on Williams quarterly reports  1.c Inspection shows facilities in good repair	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Purchase standards-based textbooks	All	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500 (RS 6300, RS 0000)
1.2 Clean and maintain the facility	All	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,375 (RS 0000)

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<b>Metric</b> 1.a Percentage of properly credentialed teachers 1.b Annual board resolution of sufficiency of instructional materials 1.c Facilities in good repair based on FIT.	<b>Outcome</b> 1.a 100% properly credentialed teachers 1.b All students have access to standards-aligned instructional materials. No complaints on Williams quarterly reports 1.c Inspection shows facilities in good repair	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Purchase standards-based textbooks	All	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500 (RS 6300, RS 0000)
1.2 Clean and maintain the facility	All	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,375 (RS 0000)

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Outcome</b>	
	1.a Percentage of properly credentialed teachers 1.b Annual board resolution of sufficiency of instructional materials 1.c Facilities in good repair based on FIT	1.a 100% properly credentialed teachers 1.b All students have access to standards-aligned instructional materials. No complaints on Williams quarterly reports 1.c Inspection shows facilities in good repair	
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures
1.1 Purchase standards-based textbooks	All	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500 (RS 6300, RS 0000)
1.2 Clean and maintain the facility	All	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,375 (RS 0000)

		<input 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)_____	
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<b>GOAL:</b>	<u>Goal #2</u> Students will reach high academic standards and be college and career ready through CCSS trained teachers.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Parents stated they wanted their students ready to enter the rigor of high school and be on track to be college and career ready.		
<b>Goal Applies to:</b>	<b>Schools:</b> All		
	<b>Applicable Pupil Subgroups:</b> All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>	
	2.a Implementation of CCSS for all students 2.b Performance on standardized tests 2.c Local classroom-based measures of student performance 2.d Teacher lesson plans and scheduling	2.a CCSS curriculum used for math, ELA and science 2.b Baseline for SBAC testing 2.c Local measures will indicate students meeting or exceeding proficiency in California standards-based curriculum 2.d All students have access to a broad course of study which includes classroom-integrated fine arts.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
2.1 Provide teachers with professional development for common core curriculum	All	X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$300 (RS 0000)
2.2 Provide teachers with materials to align lessons with common core.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$200 (RS 0000)
2.3 Provide students with access to computers to practice testing	All	X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$300 (RS 0015, RS 0000)

2.4 Provide low student to teacher ratio	All	<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)_____	\$48,482 (RS 0000)
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p align="center"><b>Metric</b></p> 2.a Implementation of CCSS for all students 2.b Performance on standardized tests 2.c Local classroom-based measures of student performance 2.d Teacher lesson plans and scheduling	<p align="center"><b>Outcome</b></p> 2.a CCSS curriculum used for math, ELA and science 2.b Performance for SBAC will show overall individual student improvement of 5% over baseline 2015-16 year 2.c Local measures will indicate students meeting or exceeding proficiency in California standards-based curriculum 2.d All students have access to a broad course of study which includes classroom-integrated fine arts.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide teachers with professional development for common core curriculum	All	<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)_____	\$300 (RS 0000)
2.2 Provide teachers with materials to align lessons with common core.			\$200 (RS 0000)

2.3 Provide students with access to computers to practice testing	All	<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)_____	\$300 (RS 0015, RS 0000)
2.4 Provide low student to teacher ratio	All	<input 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)_____	\$48,482 (RS 0000)

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<b><u>Metric</u></b>	<b><u>Outcome</u></b>	
	2.a Implementation of CCSS for all students 2.b Performance on standardized tests 2.c Local classroom-based measures of student performance 2.d Teacher lesson plans and scheduling	2.a CCSS curriculum used for math, ELA and science 2.b Performance for SBAC will show overall individual student improvement of 7% over baseline 2015-16 year 2.c Local measures will indicate students meeting or exceeding proficiency in California standards-based curriculum 2.d All students have access to a broad course of study which includes classroom-integrated fine arts.	
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures

<p>2.1 Provide teachers with professional development for common core curriculum</p> <p>2.2 Provide teachers with materials to align lessons with common core.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$300 (RS 0000)</p> <p>\$200 (RS 0000)</p>
<p>2.3 Provide students with access to computers to practice testing</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$300 (RS 0015, RS 0000)</p>
<p>2.4 Provide low student to teacher ratio</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$48,482 (RS 0000)</p>



<b>GOAL:</b>	<u>Goal #3</u> Students will be engaged in school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Parents asked for more field trips and hands-on project that are based on California Standards and curriculum. Current attendance rate = 95% Current chronic absenteeism = 2 out of 16 Current middle school drop out rate = 0%		
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>	
	3.a School attendance rate 3.b Chronic absenteeism 3.c Middle school drop out rate	3.a Increase student attendance by 0.5 % 3.b Decrease chronic absenteeism by 2% 3.c Maintain 0% middle school drop out rate	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Provide transportation from home to school	All	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$26,908 (RS 0210)
3.2 Purchase instructional supplies and materials for engaging projects	All	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$600 (RS 0000 OB 4310)

3.3 Provide fieldtrips that enrich student engagement	All	<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)_____	\$600 (RS 0000 OB 5801,5815)
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<u>Metric</u> 3.a School attendance rate 3.b Chronic absenteeism 3.c Middle school drop out rate	<u>Outcome</u> 3.a Increase student attendance by 0.5 % 3.b Decrease chronic absenteeism by 2% 3.c Maintain 0% middle school drop out rate	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Provide transportation from home to school	All	<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)_____	\$26,908 (RS 0210)
3.2 Purchase instructional supplies and materials for engaging projects	All	<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)_____	\$600 (RS 0000 OB 4310)

3.3 Provide fieldtrips that enrich student engagement	All	<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)_____	\$600 (RS 0000 OB 5801,5715)
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u><b>Metric</b></u> 3.a School attendance rate 3.b Chronic absenteeism 3.c Middle school drop out rate	<u><b>Outcome</b></u> 3.a Increase student attendance by 0.55 % 3.b Decrease chronic absenteeism by 2% 3.c Maintain 0% middle school drop out rate
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Provide transportation from home to school	All	<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)_____	\$26,908 (RS 0210)
3.2 Purchase instructional supplies and materials for engaging projects	All	<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)_____	\$600 (RS 0000 OB 4310)

3.3 Provide fieldtrips that enrich student engagement	All	<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)_____	\$600 (RS 0000 OB 5801, 5715)
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<b>GOAL:</b>	<u><b>Goal #4</b></u> Parents will be highly involved in supporting students by participating on advisory committees, volunteering at the school, getting kids to school and attending education events.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Due to budgetary constraints, the district relies on parent and community involvement in the every day workings of the school and classroom in order to remain within budget. Current average monthly volunteer hours = 30 hours Current event/meeting attendance = 65% Current homework completion = 70% Current survey completion = 70%		
<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p style="text-align: center;"><u><b>Metric</b></u></p> 4.a Volunteer logs 4.b Event/meeting attendance 4.c Homework completion 4.d Survey completion 4.e School webpage posting of student recognition	<p style="text-align: center;"><u><b>Outcome</b></u></p> 4.a Maintain an average volunteer hours of 30 hours per month 4.b Increase event/meeting attendance to 70% of parent/guardians, including parents of students with disabilities 4.c Increase homework completion to 75% 4.d Increase survey completion to 80% 4.e students receive recognition for participation in areas academics, social interactions, and regional events.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
4.1 Prepare newsletters, flyers, mailings to encourage parent involvement. Maintain website.	All	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100 (RS 0000)

		<input 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)_____	
		<input 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)_____	

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>
	4.a Volunteer logs 4.b Event/meeting attendance 4.c Homework completion 4.d Survey completion 4.e School webpage posting of student recognition	4.a Maintain an average volunteer hours of 30 hours per month 4.b Increase event/meeting attendance to 70% of parent/guardians, including parents of students with disabilities 4.c Increase homework completion to 75% 4.d Increase survey completion to 80% 4.e students receive recognition for participation in areas academics, social interactions, and regional events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Prepare newsletters, flyers, mailings to encourage parent involvement. Maintain website.	All	<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)_____	\$100 (RS 0000)

		__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:	<b><u>Metric</u></b>	<b><u>Outcome</u></b>	
	4.a Volunteer logs 4.b Event/meeting attendance 4.c Homework completion 4.d Survey completion 4.e School webpage posting of student recognition	4.a Maintain an average volunteer hours of 30 hours per month 4.b Increase event/meeting attendance to 70% of parent/guardians, including parents of students with disabilities 4.c Increase homework completion to 75% 4.d Increase survey completion to 80% 4.e students receive recognition for participation in areas academics, social interactions, and regional events.	
<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>4.1 Prepare newsletters, flyers, mailings to encourage parent involvement. Maintain website.</p>	<p>All</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>\$100 (RS 0000)</p>
		<p><input 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><input 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>	



<b>GOAL:</b>	<u><b>Goal #5</b></u> Provide conflict management curriculum and provide breakfast and lunch to improve conditions of learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Student, staff and parent surveys indicated the on-going need for conflict resolution and food provide for students. Current survey response rate = 75% and current safety = 88% Current suspensions = 5 Current expulsion rate = 0%		
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<u><b>Metric</b></u> 5.a Healthy Kids survey or equivalent 5.b Student suspension 5.c Expulsion rates	<u><b>Outcome</b></u> 5.a 5% increase in survey response and 3% increase in safety 5.b 10% decrease in suspension 5.c Maintain 0% expulsion rate	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
5.1 Provide breakfast and lunch for all students. (from fund 0000)	All	X_ALL ----- OR: __Low Income pupils __English Learners	\$200 (RS 0000)
5.2 Provide breakfast and lunch for all students. (from fund 0001)	All	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$700 (RS 0001)
5.2 Purchase gardening supplies to teach and provide fresh food.	All	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100 (RS 0000)

5.3 Provide conflict management and student support (from fund 0000)	All	<input checked="" type="checkbox"/> ALL -----	\$1,871 (RS 0000)
5.5 Provide conflict management and student support (from fund 0001)		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)_____	\$6,221 (RS 0001)

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b> 5.a Healthy Kids survey or equivalent 5.b Student suspension 5.c Expulsion rates	<b>Outcome</b> 5.a 5% increase in survey response and 2% increase in safety 5.b 5% decrease in suspension 5.c Maintain 0% expulsion rate
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
5.1 Provide breakfast and lunch for all students. (from fund 0000)	All	<input checked="" type="checkbox"/> ALL -----	\$200 (RS 0000)
5.2 Provide breakfast and lunch for all students. (from fund 0001)		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)_____	\$700 (RS 0001)
5.2 Purchase gardening supplies to teach and provide fresh food.	All	<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)_____	\$100 (RS 0000)

5.3 Provide conflict management and student support (from fund 0000)	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$1,871 (RS 0000)
5.5 Provide conflict management and student support (from fund 0001)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,221 (RS 0001)

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p align="center"><b>Metric</b></p> 5.a Healthy Kids survey or equivalent 5.b Student suspension 5.c Expulsion rates	<p align="center"><b>Outcome</b></p> 5.a 5% increase in survey response and 1% increase in safety 5.b 3% decrease in suspension 5.c Maintain 0% expulsion rate
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
5.1 Provide breakfast and lunch for all students. (from fund 0000)	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$200 (RS 0000)
5.2 Provide breakfast and lunch for all students. (from fund 0001)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$700 (RS 0001)
5.2 Purchase gardening supplies to teach and provide fresh food.	All	<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)_____	\$100 (RS 0000)

5.3 Provide conflict management and student support (from fund 0000)	All	<input checked="" type="checkbox"/> ALL -----	\$1,871 (RS 0000)
5.5 Provide conflict management and student support (from fund 0001)		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)_____	\$6,221 (RS 0001)

**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> Students will have access to standards aligned materials, well maintained school facilities, and no teacher misassignments.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	<b>Metric</b> Textbook inventory  School Facility Inspection  Williams Reports	<b>Outcome</b> Inventory will reflect that quantities are sufficient for all grades in math.  Inspection will show facility is in good repair.  Zero teacher misassignments.	Actual Annual Measurable Outcomes:	Williams report showed quantities were sufficient for all grades in math.  The school facility inspection showed the facility in good repair.  There were zero teacher misassignments.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase standards based textbooks	Textbook purchase \$500 (Res. 6300, and 0000) in the area of math.	• Textbooks were not purchased for 2014-15.	\$0	
Clean and maintain the facility	Custodial and Maintenance salaries and supplies (Res. 0000) \$5,985	<ul style="list-style-type: none"> <li>• Classrooms are maintained daily by staff.</li> <li>• School is cleaned weekly by custodial staff</li> <li>• School facility is repaired and maintained by staff</li> </ul>	\$7,013	

Scope of service:	School		Scope of service:	School	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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?	<ul style="list-style-type: none"> <li>• Common Core math books will be adopted and purchased in 2015-16.</li> <li>• Custodial services will continue</li> <li>• Prop 39 funds will be spent according to the Energy Audit.</li> </ul>				

Original GOAL from prior year LCAP:	<b>Goal #2</b> All students will reach high academic standards and be college and career ready through CCSS trained teachers.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> District assessments  CCSS training	<u>Outcome</u> 5% Increase in scores on district assessments.  Curriculum will reflect common core standards and college and career awareness.	Actual Annual Measurable Outcomes:	District assessments showed a 6% increase online intervention programs.  There were 12 Friday “talks” by guest lecturers who advanced career awareness and necessary requirements for college. “Talks” were multi-curricular and multi-grade level highlighting Common Core standards.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide teachers with professional development and materials to align lessons with common core.	Travel and conferences \$300 (Res 0000), materials \$200 (Res 0000)	<ul style="list-style-type: none"> <li>• Upper grade teacher went to a CCSS workshop given by Kim Sutton.</li> <li>• Materials for CCSS hands on projects</li> </ul>	\$300  \$200	
Provide students with access to computers to practice testing	Purchase student computers \$300(Res 0000)	<ul style="list-style-type: none"> <li>• Six desktop computers and five laptop computers were donated and refurbished for student use</li> </ul>	\$300	
Provide low student to teacher ratio	Teacher salaries \$43, 765 (Res. 0000)	<ul style="list-style-type: none"> <li>• 0.3FTE Teacher was added when student enrollment increased by doubled from 8 students to 16 and added 4 grade levels</li> </ul>	\$65,871	



Scope of service:	School		Scope of service:	School	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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?	Because of the mid-year increase in enrollment, teacher hours were increased by 0.3 FTE, plus added administration time and an aide. These increases were critical in helping transition to a new student body with different needs. Three of those new students will be graduating and thus the increased need for teaching staff will decrease in the coming year. Because of the strain of new students, there was less time available for the teachers to attend professional development. For this next year, professional development will be a priority.				

Original GOAL from prior year LCAP:	<b>Goal #3</b> All students will be engaged in school. The metric (evidence) is shown in improved attendance, and continuance of the 0% dropout rate.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
Expected Annual Measurable Outcomes:	<u>Metric</u> Student attendance 2013 P1= 89% enrollment-Fall 2013=8 Drop out rate 0%	<u>Outcome</u> 3% Increase in student attendance and enrollment increase of at least 1.	Actual Annual Measurable Outcomes:	Student attendance 2014 P1= 95% Student enrollment Fall 2014 = 8 Student enrollment January 2015 = 16 Drop out rate = 0%	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide transportation from home to school		Transportation \$23,344 (Res. 0210)	<ul style="list-style-type: none"> <li>• Bus transportation given to all students</li> <li>• Bus route changed when student enrollment doubled to accommodate the new students</li> </ul>		\$26,079
Purchase instructional supplies for engaging projects, and fieldtrips that enrich.		Materials \$600 Fieldtrip \$600 (Res. 0000)	Field trips: Thumbelina, Jazz, Arcata Marsh, Redwood Logging Conference, HSU, River Olympics at Forks of Salmon School		\$600 \$600
Scope of service:	School		Scope of service:	School	
<u>X</u> ALL				<u>  </u> 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)_____	

teacher		Teacher \$4, 631.00 (Res.0001)		\$4,688
Scope of service:	School		Scope of service:	School
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input 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?		100% of students ride the bus to school in our rural area. Keeping bus transportation is the most effective way to get students to school and thus keep them engaged in learning. Without bus transportation, we would not have increased our student population half way through the year from eight students to sixteen. The families that moved to the school from out of the district, came because there was bus transportation available. For our low income students the bus transportation is critical.		

Original GOAL from prior year LCAP:	<b>Goal #4</b> Parents will be highly involved by supporting students in completing homework, participating on advisory committees, volunteering at the school, getting kids to school, and attending education events.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Outcome</b>	Actual Annual Measurable Outcomes:	Parents and volunteers logged more than 500 hours this year. That is more than a 100% increase over the previous year. Historically, the average is 30 hours per month.  Event attendance has been close to 75% of the parents. Student attendance has remained about 93%.  Homework completion is about 70%.  Parent survey completion about 20%. Student survey completion about 75%. Staff survey completion about 80%.
	Volunteer logs	5% Increase in parent participation on volunteer logs		
	Event/mtg. attendance			
	student attendance	# of participants at mtgs. and homework completion		
	homework completion			
survey completion				

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
Prepare newsletters, flyers, and mailings to encourage parent involvement	Materials and supplies \$100 (Res. 0000)	<ul style="list-style-type: none"> <li>• Notes home</li> <li>• Monthly calendars</li> <li>• Phone calls</li> <li>• Emails</li> <li>• Texts to cell phones</li> </ul>	\$100
Scope of service:	School	Scope of service:	
<u>X</u> _ALL		<u>X</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)_____	
Scope of service: _____		Scope of service: _____	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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?	This year was particularly difficult as the school was facing lapsation due to low enrollment. When new students enrolled, the culture of the school changed dramatically causing school climate changes. The parents stepped up and volunteered to help in the classrooms and on field trips.		

Original GOAL from prior year LCAP:	<b>Goal #5</b> Provide conflict management curriculum, and provide breakfast and lunch to improve conditions of learning. Maintain zero suspension expulsion rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:
	Healthy Schools survey	5 % Increase in student confidence in dealing with conflict.	Using a version of the Healthy Kids survey, students surveyed showed an overall confidence of 79% in dealing with conflict.  On a daily basis, the students showed no food insecurities as both breakfast and lunch was available for all students every day.  There were zero suspensions and zero expulsions.
	Free and reduced lunch survey	5% Decrease in concerns of food insecurity.	
	Suspension/Expulsion rates	Maintain zero suspension expulsion rates.	

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide breakfast and lunch for all students.	1)Food budget \$300 (Res. 0000)	• Served breakfast and lunches to students who did not bring food. All	\$300
Purchase gardening supplies to teach and provide fresh food.	2)Materials and supplies \$100(Res.0000)	• Purchased gardening supplies for garden starts	\$100
Staff will teach conflict management, bullying intervention and counsel students.	Student Support staff \$1,707 (res. 0000)	• Continued with onsite counselor one day a week. In addition, when the enrollment doubled, an aide was added to help in the classrooms.	\$2,071

Scope of service: School			Scope of service: School		
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Conflict management, and student support		Student support staff \$6,203 (Res. 0001)			\$6,146
Provide breakfast and lunch		Food \$300.00 (Res.0001)			\$300
Scope of service: School			Scope of service: School		
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <b>No EI, No FY, No RFEP</b> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>homeless</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The counselor was particularly effective as the enrollment of the school doubled one day in January. With the doubled enrollment came a monumental change in school culture. Having an onsite counselor once a week was invaluable in finding a balance in the new student body. Providing food for all students and in particular the new student body ensured that the students were focused on academics rather than their hunger. With a portion of the student body as homeless, providing food became a critical part of ensuring that the students could concentrate on curriculum.			

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:	<u>\$17,888</u>
<p>To meet the goal of improving the conditions of learning for the needs of low-income youth, the district will meet the calculated \$17,888 funding and expend \$17,888 for the 2015-16 LCAP year. \$700 will be spent annually for food and to provide breakfast and lunch for the low-income students. In addition, the district will provide a counselor, at a cost of \$6,221 annually to strengthen the social/emotional skills of these youth. To meet the goals of high academic achievement and support the low-income youth programs and curriculum, a low ratio of students to teachers will be provided through a teacher at an annual cost of \$2,606. The addition of a 0.5 FTE aide for \$8,361 will support low-income students through small group instruction.</p>	



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.

13.44	%
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Based on the proportionality calculator, the District is required to show increased or improved services valued at 13.44%. To increase student support and develop better crisis management skills in low-income youth, the district will deliver all services school wide. Specifically the district will increase parent outreach through increased communication both online and by meetings, newsletters and socials. Conflict management instruction will continue weekly for more than 240 hours. Breakfast and lunch food is available every day with 95% of the low-income students being fed breakfast and 50% being fed lunch. 100% of the low-income youth will be offered breakfast and lunch every day.

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]