

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

Introduction: Jacoby Creek School District is a K-8 school district, therefore the following metrics are not applicable:

High school dropout and graduation rate

High school A-G and CTE completion rates

Percent of students scoring 3 or above on AP Exam and EAP Exam.

LEA: Jacoby Creek Charter School District Contact: Catherine Stone, Superintendent, cstone@nohum.k12.ca.us, 707-822-4896

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>As Stated last year revised for 2015-16 plan: Beginning mid-year, stakeholders received information regarding LCAP at meetings, in newsletters, and through Board and staff meetings.</p> <p>Jacoby Creek Charter School District is a single-school, K-8 district in rural Humboldt county. The District offered a total of ten meetings at which LCAP was discussed and input was taken from stakeholders: 4 school site council/stakeholder (including bargaining units) meetings, 3 school board meetings, 1 staff meeting, and meetings with each bargaining unit president (see below). In addition, students were surveyed to gather their input.</p> <p>At the meetings of stakeholder groups (staff, parent and community members, School Site Council, and the Board) outcomes of the 2013-14 LCAP were shared as they became available. Input was taken for changes to be made, other data to collect, and for new directions to consider. Findings of the surveys and district data, including California Standards Test data, Academic Performance (API) data, Physical Fitness scores, CELDT scores, attendance rates, suspension and expulsion rates and Early Mental Health Initiative (EMHI) Survey data, Parent Survey, and the District budget were reviewed. Ongoing goals were reviewed and feedback and changes were solicited from stakeholder groups.</p> <p>Stakeholders also have/had access to the following information: William’s Quarterly reports, School Accountability Report Card, Single Plan for Student Achievement, information on programs for target populations at school, information on BTSA and professional development participation, and information on the broad course of study offered at JCS, including basic and enrichment offerings.</p> <p>Subsequently, the draft LCAP was posted to the website for comment. Meetings: December 9, 2014 – School Site Council meeting, update on progress. 11 attendees December 10, 2014 – School Board meeting, update on progress. 15 attendees. March 24, 2015 – School Site Council meeting, update on progress, discussion of next LCAP. 9 attendees April 14, 2015 – School Site Council meeting, update and preliminary ideas for LCAP. 8 attendees May 13, 2015 – School Board meeting, update, draft LCAP. 14 attendees May 18, 2015 – Lead teacher meeting update and draft, 3 attendees.</p> <p>May 19, 2015 – School Site Council/School Stakeholders meeting to review and provide</p>	<p>The stakeholders’ meetings garnered feedback, on suggested changes to the current LCAP. JCSCD analyzed the comments and synthesized the feedback to develop the changes listed below. From academic achievement, to health and safety, to relationships and communication, our three goals continue to resonate with the community, staff, parents and students’ desires.</p> <p>After meeting with stakeholders and reviewing progress on the LCAP and survey data, feedback was received regarding communication with parents, reallocation of funds, bullying/safety data and programs, attendance data and the need to include encroachments on the general fund by programs serving students in the LCAP (special ed and cafeteria). Adjustments reflecting this input were added to the draft LCAP. Any questions were answered by the Superintendent.</p> <p>The stakeholder involvement helped form the direction for the district for the next three years.</p> <p>Adjustments to LCAP: -Reallocation of funding from formative assessment programs to software and apps for same purpose -CHKS to be implemented in 15-16 -Closely monitor attendance, particularly unexcused category for valid data; continue with Safe Handles -Cafeteria, special ed, and transportation encroachment included in LCAP -Put PBIS training with Radic-Oshiro and Stoll in for next year</p>

<p>input for LCAP. 6 attendees May 20, 2015 – Met with Presidents of JCTA and CSEA June 3, 2015 – School Board meeting, final update, LCAP public hearing. June 4, 2015 – School Board meeting – LCAP adoption</p>	
<p>Annual Update: See narrative above, as many meetings were update meetings AND future LCAP meetings.</p> <p>December 9, 2014 – School Site Council meeting, update on progress. 11 attendees December 10, 2014 – School Board meeting, update on progress. 15 attendees. March 24, 2015 – School Site Council meeting, update on progress, discussion of next LCAP. 9 attendees April 14, 2015 – School Site Council meeting, update and preliminary ideas for LCAP. 8 attendees May 6, 2015 – Summary of changes to LCAP presented at Staff Meeting, 28 attendees, certificated and classified May 13, 2015 – School Board meeting, update, draft LCAP. X attendees May 19, 2015 – School Site Council/School Stakeholders meeting to review and provide input for LCAP. X attendees May 20, 2015 – Met with Presidents of each bargaining unit to review LCAP June 3, 2015 – School Board meeting, final update, LCAP public hearing. 15 attendees</p>	<p>Annual Update: <i>-Determined that need to pay for formative assessment program is not necessary at this time as teachers are using Digital Library and other online resources at little or no cost (ex: Moby Max, RazKids)</i> <i>-Can't determine ELL progress via CELDT until Fall testing</i> <i>-Did not fund CHKS for this year due to spending freeze because of unexpected Special Ed expense impact on budget. Use data from Parent Survey this year and do CHKS next year.</i> <i>-Attendance impacted by terrible illness season this year. Unexcused absences down from last year.</i> <i>-Difficult to pin down parent involvement data. Will use volunteer tea invitation numbers, amount raised by JCCEF, attendance estimates (>,<=) at school events.</i> <i>-Difficult to determine increase in PBL and performance tasks – anecdotal by teacher and participation in Bees and OLF etc.</i> <i>-Need to include cafeteria, special ed, and transportation encroachment in next LCAP</i> <i>-Did not make as much progress as hoped on review of other social/emotional programs.</i> <i>-Playground staff need more time to document practices</i> <i>-Keep doing assemblies/Spirit Days/ Pep Rallies</i> <i>-School bond for facilities did not pass, and no extra money in the budget for big maintenance projects at this time.</i></p>

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	<p>Goal #1 Increase Student Achievement</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
--------------	--	--

Identified Need:	<p>JCS Students have performed at a high levels on statewide assessments (STAR data) District API 2013 = 910 District API 2012 = 921 District API 2013 calculated by CDE, based on averages in absence of STAR data = 913</p> <p>87% of Parent Survey respondents want to maintain this high level of achievement.</p> <p>Academic achievement was one of the founding principles of the school district charter. The district will no longer have charter status as of 2015-16, but student achievement is still a guiding principle of JCS.</p> <p>There was an achievement gap for students who are low SES: API 2012 = 845, API 2013 = 874. There is a 36 point difference on 2013 growth API between the district API and the low SES API, and a 76 point difference on 2012 API. We do not have more current data at this time. We expect to have comparative data after testing in 2015-16; however, we still consider this a need.</p> <p>Common Core implementation for ALL students (including EL, Sp. Ed., foster, and low SES) began in 2012-2013, with full implementation in 2014-15. Teachers are still learning this curriculum. Next Generation Science Standards (NGSS) will be implemented by 2016-17.</p> <p>Teachers of the school district are appropriately assigned and fully credentialed in subject areas, and for the pupils they are teaching. 100% of JCS teachers and paraprofessionals are highly qualified per NCLB. With the recent reduction in the numbers of student teachers graduating from HSU, there is concern that the District will not be able to find such highly-qualified teachers in the future.</p> <p>Staff (certificated and classified) need ongoing professional development, and will attend professional development in new standards and areas of need as self-identified and as identified by student performance on assessments.</p> <p>New teachers attend BTSA</p> <p>New CCSS-aligned language arts instructional materials may be needed as well as new science materials, when they are available. Currently, all students have access to standards-aligned instructional materials.</p> <p>All students, including students in special education, English Learners, and children who are fostered or low SES have access and are enrolled in all required areas of study (CCSS) per Ed. Code 51210 and 51220. Supports and programs (ELD) are in place to assure they are able to gain academic content knowledge and English language proficiency.</p> <p>Next Generation Science Standards have been adopted by the state with frameworks due in the 2015-16 school year and textbooks available in 2018. Testing on NGSS may begin as early as the 2016-17 school year. The District needs to begin implementation.</p> <p>JCCSD has very few English Learners (ELs) (currently 3) so we don't have valid longitudinal data due to small sample size. We will continue to track their progress closely.</p>
-------------------------	---

Goal Applies to:	Schools:	Jacoby Creek School
------------------	----------	---------------------

Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Performance on statewide assessments</p>	<p>1.1 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%</p>
	<p>1.2 Academic performance indicator (API) score.</p>	<p>1.2 Not Available Yet</p>
	<p>1.3 Classroom Assessment</p>	<p>1.3 70% of students will be at grade level in ELA and Math per local assessment interim data</p>
	<p>1.4 Other student outcomes</p> <p>Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment, CELDT testing and EL reclassification rate.</p>	<p>1.4 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (if they are presently at good levels) or increase. Physical fitness test results: 5th grade- 76% of students met 6/6 standards and 72.3% of 8th grade students met 6/6 standards. Need Fall data for determination of CELDT growth in ELs DIBELS screening for all K-3rd grade students is used to identify those needing additional support from reading specialist, and confirm proficiency in the rest of the students</p>
	<p>2.1 CALPADS data</p>	<p>2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under NCLB, with no teacher mis-assignments.</p>
	<p>3.1 Financial records</p>	<p>3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.</p>
	<p>4.1 Standards-aligned instructional resources and materials inventories, purchase records, annual board resolution of sufficiency of materials.</p>	<p>4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption.</p>
	<p>4.2 Technology is maintained and operational</p>	<p>4.2 Technology is maintained and operational</p>
	<p>5.1 Professional development agendas, release day data, and roll-sheets</p>	<p>5.1 75% of staff have attended at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a</p>
		<p>release day to articulate CCSS with grade level team.</p>

	<p>5.2 BTSA paperwork</p> <p>6. Grade level meeting agendas</p> <p>7. CELDT scores</p> <p>8. Attendance data: School attendance data, chronic absenteeism, and 'middle school' (7th and 8th grades-K-8 school) drop out rate. The attendance rate is currently 94.63%, down from last year due to big increase in illness this year. Unexcused absence rate 2014-15 was 8% of total absences. Prior year was 12%. Chronic absenteeism rate is less than 1%, and no students have dropped out of the 7th or 8th grade.</p> <p>9. Class schedules for Art, Music, PE, Advanced Math, Math Counts.</p>	<p>5.2 New teachers, if any, will participate in an induction program.</p> <p>6. Next Generation Science Standards (NGSS) are reviewed by staff.</p> <p>7. English Learners demonstrating growth toward reclassification each year. 60% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 65% will show progress next Fall.</p> <p>8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences. If unexcused absence rate increases, student incentive program or other motivator is considered.</p> <p>8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.</p> <p>8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.</p> <p>9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.</p>
--	--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CAASPP results are analyzed to determine areas for growth and to develop baseline and growth targets</p> <p>Other standardized metrics (formative assessments) besides CAASPP are identified to use to validate student growth.</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated</p>	<p>Both; we are a single-school district</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>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment \$1000-LCFF</p> <p>Teacher salaries/benefit</p>

curriculum, and instruction in ELA and math at all grade levels.
In order to make sure students are college and career-ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.

s \$1,702,725
LCFF, Title 1,
Title 11, JCCEF

Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...)
\$158,233 –
LCFF

Cost of materials and supplies for instructional purposes.
\$32,473 –
LCFF RS0000,
Obj 4310

Contracts/ services related to student achievement (technology, transportation, etc.)
\$120,593 –
LCFF
RS0210, Obj
5100, 5800
RS 0228, Obj
5800

RS0000, Obj

<p>Instructional materials aligned with CCSS, NGSS are adopted and implemented.</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester. Students are identified for intervention or other appropriate services (instructional aides, reading specialist, school counselor, intervention...) as needed.</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs. If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p> <p>Teacher induction program (BTSA) for new-to-service teachers. No new teachers expected in 2015-16</p>			<p>5845</p> <p>Instructional materials – ELA \$17,000– Res. 0212 and 6300</p> <p>After school intervention program- \$13,749 – LCFF-Supp</p> <p>Professional Development \$2500 – LCFF</p> <p>Electronic notification system for attendance notifications \$1390- LCFF</p> <p>BTSA Support (if needed \$2000)</p>
---	--	--	---

<p>Increase student support services (PIP aide, EL Coord., reading specialist, school counselor, intervention services).</p> <p>After school daycare will be provided as needed for families of unduplicated students</p>	<p>Targeted to students</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Counselor time LCFF/Supp - \$5237</p> <p>ELD Coord/Service provider – \$1774 – LCFF/Supp</p> <p>After school intervention program \$13749 – LCFF (listed above as well)</p> <p>Sustain PIP time \$34,621 RS 3010</p> <p>Maintain reading specialist \$12,153 RS 0001</p> <p>Day care staff \$15,177 – LCFF/Supp</p>
---	-----------------------------	---	--

<p>Specialized materials and supplies (ie ELD) will be available</p> <p>Fieldtrips will be provided</p> <p>Instructional aides for classroom support</p>			<p>No budget as materials are sufficient at this time.</p> <p>\$2000 RS 0000 obj 5801</p> <p>Instructional aides \$16,831-Supp</p> <p>Contribute funding to REAP - \$14,993 – LCFF-Supp</p> <p>Co-op contract - \$894 LCFF</p>
<p>Support provided to teachers of ELs by EL Coord.</p>	<p>Targeted to students</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>ELD coord/Support salary included above.</p>
<p>Specialized services for students with severe needs</p>	<p>Targeted to students</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	<p>Special education encroachment \$149,299</p>

LCAP Year 2: 2016-17

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Performance on statewide assessments</p> <p>1.2 Academic performance indicator (API) score.</p> <p>1.3 Classroom Assessment</p> <p>1.4 Other student outcomes</p> <p>Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment and CELDT testing.</p> <p>2.1 CALPADS data</p>	<p>1.1 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%</p> <p>1.2 API score will increase by 2%</p> <p>1.3 75% of students will be at grade level in ELA and Math per local assessment interim data</p> <p>1.4 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (as they are presently at good levels) or increase. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist.</p> <p>2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under NCLB, with no teacher misassignments.</p>

	<p>3.1 Financial records</p> <p>4.1 Standards-aligned instructional resources and materials inventories, purchase records, annual board resolution of sufficiency of materials.</p> <p>5.1 Professional development agendas, release day data, and roll-sheets</p> <p>5.2 BTSA paperwork</p> <p>6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.</p> <p>7. CELDT scores</p> <p>8. Attendance data: the attendance rate in 2014-15 was 94.63%, due to big increase in illness that year. Unexcused absence rate 2014-15 was 8% of total absences. Prior year was 12%.</p> <p>9. Class schedules for Art, Music, PE, Advanced Math, Math Counts.</p>	<p>3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.</p> <p>4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption.</p> <p>4.2 Technology is maintained and operational</p> <p>5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team.</p> <p>5.2 New teachers, if any, will participate in an induction program.</p> <p>6. Next Generation Science Standards (NGSS) implementation begins.</p> <p>7. English Learners demonstrating growth toward reclassification each year. 65% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 70% will show progress next Fall.</p> <p>8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences. If unexcused absence rate increases, student incentive program or other motivator is considered.</p> <p>8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.</p> <p>8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.</p> <p>9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.</p>	
--	---	---	--

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

<p>CAASPP results are analyzed to determine areas for growth and to develop baseline and growth targets</p> <p>Other standardized metrics (formative assessments) besides CAASPP are identified to use to validate student growth.</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels.</p> <p>In order to make sure students are college and career-ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>	<p>Both; we are a single-school district</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment \$1000–LCFF</p> <p>Teacher salaries/benefits \$1,702,725 – LCFF, Title 1, Title 11, JCCEFF</p> <p>Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...) \$158,233 – LCFF</p> <p>Cost of materials and supplies for instructional purposes. \$32,473 – LCFF RS0000,</p>
--	--	---	--

<p>Instructional materials aligned with CCSS, NGSS are adopted and implemented.</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester. Students are identified for intervention or other appropriate services (instructional aides, reading specialist, school counselor, intervention...) as needed.</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Stronger encouragement of good school attendance via providing parents information in the school newsletter,</p>			<p>Obj 4310</p> <p>Contracts/ services related to student achievement (technology, transportation, etc.) \$120,593 – LCFF RS0210, Obj 5100, 5800 RS 0228, Obj 5800 RS0000, Obj 5845</p> <p>Instructional materials – ELA \$17000 for 16/17– Res. 0212 and 6300</p> <p>After school intervention program- \$13,749 – LCFF-Supp</p> <p>Professional Development \$2500 – LCFF</p> <p>Electronic notification</p>
---	--	--	--

<p>handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs. If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p> <p>Teacher induction program (BTSA) for new-to-service teachers, if there are any.</p>			<p>system for attendance notifications \$1390- LCFF</p> <p>BTSA Support (if needed \$2000)</p>
<p>Increase student support services (PIP aide, reading specialist, ELD Coord., school counselor, intervention services)</p>	<p>Targeted to students</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Counselor time LCFF/Supp - \$5237</p> <p>ELD Coord/Service provider – \$1774 – LCFF/Supp</p> <p>After school intervention program \$13749 – LCFF (listed above as well)</p> <p>Sustain PIP time \$34,621 RS 3010</p> <p>Maintain reading specialist \$12,153 RS 0001</p>

<p>After school daycare will be provided as needed for families of unduplicated students</p>			<p>Day care staff \$15,177 – LCFF/Supp</p>
<p>Specialized materials and supplies (ie ELD) will be available</p>			<p>No budget as materials are sufficient at this time.</p>
<p>Fieldtrips will be provided</p>			<p>\$2000 RS0000 obj 5801</p>
<p>Instructional aides for classroom support</p>			<p>Instructional aides \$16,381- Supp</p>
			<p>Contribute funding to REAP - \$14,993 – LCFF- Supp</p>
			<p>Co-op contract - \$894 LCFF</p>

Support provided to teachers of ELs by EL Coord.	Targeted to students	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	ELD Coord/Service provider – \$listed above
--	----------------------	---	---

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>1.5 Performance on statewide assessments</p> <p>1.6 Academic performance indicator (API) score.</p> <p>1.7 Classroom Assessment</p>	<p>1.5 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%</p> <p>1.6 Not Available Yet</p> <p>1.7 80% of students will be at grade level in ELA and Math per local assessment interim data</p>

	<p>1.8 Other student outcomes</p> <p>Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment and CELDT testing.</p> <p>2.1 CALPADS data</p> <p>3.1 Financial records</p> <p>4.1 Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials.</p> <p>5.1 Professional development agendas, release day data, and roll-sheets</p> <p>5.2 BTSA paperwork</p> <p>6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.</p> <p>7. CELDT scores</p> <p>8. Attendance data: The attendance rate in 2015 was 94.63%, due</p>	<p>local assessment interim data</p> <p>1.8 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (as they are presently at good levels) or increase. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist.</p> <p>2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under NCLB, with no teacher misassignments.</p> <p>3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.</p> <p>4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption.</p> <p>4.2 Technology is maintained and operational</p> <p>5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team.</p> <p>5.2 New teachers, if any, will participate in an induction program.</p> <p>6. Next Generation Science Standards (NGSS) implementation continues.</p> <p>7. English Learners demonstrating growth toward reclassification each year. 70% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 80% will show progress next Fall.</p> <p>8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences.</p>
--	--	---

to big increase in illness that year. Unexcused absence rate 2014-15 was 8% of total absences. Prior year was 12%.

If unexcused absence rate increases, student incentive program or other motivator is considered.

8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.

8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.

9. Class schedules for Art, Music, PE, Advanced Math, Math Counts.

9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CAASPP results are analyzed to determine areas for growth and to develop baseline and growth targets</p> <p>Other standardized metrics (formative assessments) besides CAASPP are identified to use to validate student growth.</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels.</p> <p>In order to make sure students are college and career-ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>		<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment \$1000–LCFF</p> <p>Teacher salaries/benefits \$1,702,725 LCFF, Title 1, Title 11, JCCEF</p> <p>Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist,</p>

<p>Instructional materials aligned with CCSS, NGSS are adopted, purchased as funds are available, and implemented.</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester. Students are identified for intervention or other appropriate services (instructional aides, reading specialist, school counselor, intervention...) as needed.</p>			<p>attendance...) \$158,233 – LCFF</p> <p>Cost of materials and supplies for instructional purposes. \$32,473 – LCFF RS0000, Obj 4310</p> <p>Contracts/ services related to student achievement (technology, transportation, etc.) \$120,593 – LCFF RS0210, Obj 5100, 5800 RS 0228, Obj 5800 RS0000, Obj 5845</p> <p>Instructional materials – ELA \$17,000– Res. 0212 and 6300</p> <p>After school intervention program- \$13,749 – LCFF-Supp</p> <p>Professional</p>
--	--	--	--

<p>Professional development/release time related to successful ongoing implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs. If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p> <p>Teacher induction program (BTSA) for new-to-service teachers.</p>			<p>Development \$2500 – LCFF</p> <p>Electronic notification system for attendance notifications \$1390- LCFF</p> <p>BTSA Support (if needed \$2000)</p>
<p>Increase student support services (PIP aide, reading specialist, ELD Coord., school counselor, intervention services)</p>	<p>Targeted to students</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Counselor time LCFF/Supp - \$5237</p> <p>ELD Coord/Service provider – \$1774 – LCFF/Supp</p>

<p>After school daycare will be provided as needed for families of unduplicated students</p>			<p>After school intervention program \$13749 – LCFF (listed above as well)</p>
<p>Specialized materials and supplies (ie ELD) will be available</p>			<p>Sustain PIP time \$34,621 RS 3010</p>
<p>Fieldtrips will be provided</p>			<p>Maintain reading specialist \$12,153 RS 0001</p>
<p>Instructional aides for classroom support</p>			<p>Day care staff \$15,177 – LCFF/Supp</p>
			<p>No budget as materials are sufficient at this time.</p>
			<p>\$2000 RS0000 obj 5801</p>
			<p>Instructional aides \$16,381.- Supp Contribute funding to</p>

			REAP - \$14,993 – LCFF-Supp Co-op contract - \$894 LCFF
Support provided to teachers of ELs by EL Coord.	Targeted to students	__ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	ELD Coord/Service provider – \$listed above

GOAL:	<p>Goal #2 JCS will be a safe and healthy environment for learning.</p>	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<p>EMHI data: 74% of JCS 4th – 8th graders feel safe at school 56% have high connectedness at school . 42% report that they have experienced bullying of self or others.</p> <p>Survey data: 78% state that JCS is a safe and healthy environment for learning. 58% report playground conflict issues.</p> <p>Facilities are maintained in good repair, but are aging and in need of modernization. Facility needs are reviewed annually using FIT and JPA risk manager reports. Needs identified each year set priorities for maintenance work.</p> <p>Review of facilities maintenance and repair invoices reveal a facility that has increasingly costly and/or complex needs. 3 classrooms and all special education spaces are in old modular buildings.</p> <p>Wellness policies need to be reviewed on an ongoing basis. Cafeteria program encroaches on general fund in part due to selection of healthier foods for students.</p>	

Goal Applies to:	Schools: Jacoby Creek School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	<p>1.1 Based on community input and survey data, JCS is perceived to be safe, though students report bullying.</p> <p>1.2 CHKS survey data</p> <p>1.3 Parent (via site council) and student survey (CHKS) data</p> <p>1.4 Suspension/expulsion data indicate very low rates of both: 2011-12: 0.02% suspensions, 0% expulsions, 2012-13: 0.02% suspensions, 0% expulsions, 2013-14: 1.1% suspensions, .02% expulsions</p> <p>2.1 FIT data Annual Facility Inspection Tool</p> <p>2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Review of facility maintenance and repair invoices reveals increasingly costly or complex needs mainly due to aging of facility.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding, could be reduced.</p> <p>3. Updated wellness policy</p> <p>4. Financial records</p>	<p>1.1 Based on data from review of current and other social/emotional programs, continue current or implement new social/emotional curriculum to maintain safety. Added bullying component of Safety Plan implemented.</p> <p>1.2 CHKS implemented in the 2015-16 school year.</p> <p>1.3 Playground/recess data shows decreased incidents. 83% of survey respondents will find JCS is a safe and healthy environment for learning.</p> <p>1.4 Supportive programming (counseling, PIP, social/emotional curriculum) continued to maintain low rates of suspensions and expulsions.</p> <p>2.1 Results indicate school is in good repair.</p> <p>2.2 Risk Management Report finds only minor safety issues.</p> <p>2.3 Facilities repair priorities are undertaken as funding allows.</p> <p>2.4 Energy efficiency projects (Prop. 39) are undertaken.</p> <p>3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually.</p> <p>4. Continue to support Cafeteria program to provide high quality food to all student.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to review social / emotional programs currently in use (Second Step, Steps to Respect) related to prevention of bullying and conflict management for possible changes. Possible PBIS training provided by HCOE. Engage students in solution.</p>	<p>Both; we are a single-school district</p>	<p>X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Potential training in PBIS via HCOE - \$0</p>
<p>Continue student engagement activities such as pep rallies, awards assemblies, and spirit days.</p>			<p>\$0</p>
<p>Safety Plan – ongoing review by School Site Council</p>			<p>\$0</p>
<p>Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.</p>			<p>\$0</p>
<p>Obtain new playground equipment to make playground more engaging for students</p>			<p>Pursuing grants</p>
<p>Develop prioritized plan for facilities repair.</p>			<p>Facilities maintenance, prioritized projects \$25,000 – 0230</p>
<p>Maintain staffing of programs, materials, and contracts focused on health and wellness of students.</p>			<p>Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$39,173 – LCFF Classified salaries/</p>

<p>Review school wellness policy annually (Site Council). Implement changes.</p> <p>Support Cafeteria program to provide high quality food for all students</p>			<p>benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$184,040 – LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$19,729 – LCFF</p> <p>Cost of contracts/ services related to Health and Wellness \$23,210 Fund 13 Obj 8916; RS0000 Obj 5800. RS 0230 Obj 5631</p> <p>\$0</p> <p>Transfer to cafeteria (Fund 13) \$28,080</p>
---	--	--	--

			LCFF
		X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
		<p>1.1 Based on community input and survey data, JCS is perceived to be safe, though students report bullying.</p> <p>1.2 CHKS survey data</p> <p>1.3 Parent (via site council) and student survey (CHKS) data</p> <p>1.4 Suspension/expulsion data indicate very low rates of both: 2011-12: 0.02% suspensions, 0% expulsions, 2012-13: 0.02% suspensions, 0% expulsions, 2013-14: 1.1% suspensions, .02% expulsions</p>

	<p>2.1 FIT data Annual Facility Inspection Tool</p> <p>2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Review of facility maintenance and repair invoices reveals increasingly costly or complex needs mainly due to aging of facility.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding, could be reduced.</p> <p>3. Updated wellness policy</p> <p>4. Financial records</p>	<p>2.1 Results indicate school is in good repair.</p> <p>2.2 Risk Management Report finds only minor safety issues.</p> <p>2.3 Facilities repair priorities are undertaken as funding allows.</p> <p>2.4 Energy efficiency projects (Prop. 39) are undertaken.</p> <p>3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually.</p> <p>4. Continue to support Cafeteria program to provide high quality food to all students</p>
--	--	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to review social / emotional programs currently in use (Second Step, Steps to Respect) related to prevention of bullying and conflict management for possible changes. Possible further PBIS training provided by HCOE. Engage students in solution.	Both; we are a single-school district	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Potential training in PBIS via HCOE - \$0
Continue student engagement activities such as pep rallies, awards assemblies, and spirit days.			\$0
Safety Plan – ongoing review by School Site Council			\$0
Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.			\$0
Obtain new playground equipment to make playground more engaging for students			Pursuing grants

<p>Develop prioritized plan for facilities repair.</p> <p>Maintain staffing of programs, materials, and contracts focused on health and wellness of students.</p>			<p>Facilities maintenance, prioritized projects \$25,000 – 0230</p> <p>Certificated salaries/benefits for employees focused on health and wellness (PE, counselor/psych) \$39,173 LCFF</p> <p>Classified salaries/benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$184,040 – LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...)</p>
--	--	--	---

<p>Review school wellness policy annually (Site Council). Implement changes.</p> <p>Support Cafeteria program to provide high quality food for all students</p>			<p>\$19,729 – LCFF</p> <p>Cost of contracts/ services related to Health and Wellness \$23,210 Fund 13 Obj 8916; RS0000 Obj 5800. RS 0230 Obj 5631</p> <p>\$0</p> <p>Transfer to cafeteria (Fund 13) \$28,080 LCFF</p>
		<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups (Specify) _____</p>	

LCAP Year 3: 2017-18

	<u>Metric</u>	<u>Outcome</u>
	<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Based on community input and survey data, JCS is perceived to be safe, though students report bullying.</p> <p>1.2 CHKS survey data</p> <p>1.3 Parent (via site council) and student survey (CHKS) data</p> <p>1.4 Suspension/expulsion data indicate very low rates of both: 2011-12: 0.02% suspensions, 0% expulsions, 2012-13: 0.02% suspensions, 0% expulsions, 2013-14: 1.1% suspensions, .02% expulsions</p> <p>2.1 FIT data Annual Facility Inspection Tool</p> <p>2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Review of facility maintenance and repair invoices reveals increasingly costly or complex needs mainly due to aging of facility.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding, could</p>

	be reduced. 3. Updated wellness policy 4. Financial records	3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. 4. Continue to support Cafeteria program to provide high quality food to all students
--	---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to review social / emotional programs currently in use (Second Step, Steps to Respect) related to prevention of bullying and conflict management for possible changes. Possible PBIS training provided by HCOE. Engage students in solution. Continue student engagement activities such as pep rallies, awards assemblies, and spirit days. Safety Plan – ongoing review by School Site Council Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Obtain new playground equipment to make playground more engaging for students Develop prioritized plan for facilities repair. Maintain staffing of programs, materials, and contracts focused on health and wellness of students.	Both; we are a single-school district	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Potential training in PBIS via HCOE - \$0 \$0 \$0 Pursuing grants Facilities maintenance, prioritized projects \$25,000 – 0230 Certificated salaries/ benefits for employees

			<p>focused on health and wellness (PE, counselor/psych) \$39,173 LCFF</p> <p>Classified salaries/benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$184,040 – LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$22191 – LCFF</p> <p>Cost of contracts/services related to Health and Wellness \$19,729 Fund 13 Obj 8916; RS0000 Obj 5800. RS 0230 Obj 5631</p>
--	--	--	---

<p>Review school wellness policy annually (Site Council). Implement changes.</p> <p>Support Cafeteria program to provide high quality food for all students</p>			<p>\$0</p> <p>Transfer to cafeteria (Fund 13) \$28,080 LCFF</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>GOAL:</p>	<p>Goal #3 Parent Involvement will remain at high levels presently enjoyed by JCS.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_ <input checked="" type="checkbox"/> 4_ 5_ 6_ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
--------------	---	--

Identified Need:	Parent survey data (35% Of responses) indicates need for additional or different mode(s) of communication.	
	Perception of decreased parent attendance at meetings and events such as Back to School Night, student performances, athletics nights, etc. needs to be proven/disproven through data collection. Parent volunteerism and attendance at conferences remains at high levels. Donations to the education foundation and PTO are steady.	
Goal Applies to:	Parents of unduplicated pupils presently attend parent conferences and some activities. Accommodations are made when fundraising dinners or other events (Harvest Carnival) are held that require purchase of a ticket.	
	Schools:	Jacoby Creek School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	<p>1.1 Parent survey – to assess parent involvement and satisfaction with programming (including that for ELs, exceptional needs, Title 1), concerns, safety, and communication</p>	<p>1.1 If warranted by data, changes in outreach to parents will change. Survey results for 14-15 show parents overwhelmingly prefer e-mail communication. Data studied for other concerns that can be addressed via LCAP.</p>
	<p>2.1 Parent involvement data: number of volunteers as indicated by Volunteer Appreciation Tea invitations (one to every volunteer), anecdotal attendance data from school events, number of visitor passes used, parent conference attendance</p>	<p>2.1 Parent involvement/ participation increases by 1% as measured by parent survey, school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees.</p>
	<p>2.2 School Site Council agendas/minutes, membership in PTO and JCCEF.</p>	<p>2.2 Parent involvement, including parents of students with disabilities, in decision-making committees will increase.</p>
	<p>2.3 Results of fundraising efforts</p>	<p>2.3 Fundraising by JCCEF will continue to be well-supported by JCS families allowing for enrichment and other programming to continue.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent participation data will continue to be collected</p> <p>Parent survey will continue to include questions on communication modes to ensure good communication between school and home.</p>	<p>Both; we are a single-school district</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>Possible new communication tools \$ 500 – LCFF</p>

LCAP Year 2: 2016-17

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>1.2 Parent survey – to assess parent satisfaction with programming, concerns, safety, and communication</p> <p>2.1 Parent participation data: number of volunteers as indicated by Volunteer Appreciation Tea invitations (one to every volunteer), anecdotal attendance data at school events, number of visitor passes used.</p> <p>2.2 School Site Council agendas/minutes, membership in PTO and JCCEF.</p> <p>2.3 Results of fundraising efforts</p>	<p>1.1 If warranted by data, changes in outreach to parents will change. Survey results for 14-15 show parents overwhelmingly prefer e-mail communication.</p> <p>2.1 Parent involvement/ participation increases by 1% as measured by parent survey, school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees.</p> <p>2.2 Parent involvement, including parents of students with disabilities, in decision-making committees will increase.</p> <p>2.3 Fundraising by JCCEF will continue to be well-supported by JCS families allowing for enrichment and other programming to continue.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent participation data will continue to be collected</p> <p>Parent survey will continue to include questions on communication modes to ensure good communication between school and home.</p>	<p>Both; we are a single-school district</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>Possible new communication tools \$ 500 - LCFF</p>

LCAP Year 3: 2017-18

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>1.3 Parent survey – to assess parent satisfaction with programming, concerns, safety, and communication</p>	<p>1.1 If warranted by data, changes in outreach to parents will change. Survey results for 14-15 show parents overwhelmingly prefer e-mail communication.</p>
	<p>2.1 Parent participation data: number of volunteers as indicated by</p>	<p>2.1 Parent involvement/ participation increases by 1% as</p>

	<p>Volunteer Appreciation Tea invitations (one to every volunteer), anecdotal attendance data at school events, number of visitor passes used.</p> <p>2.2 School Site Council agendas/minutes, membership in PTO and JCCEF.</p> <p>2.3 Results of fundraising efforts</p>	<p>measured by parent survey, school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees.</p> <p>2.2 Parent involvement, including parents of students with disabilities, in decision-making committees will increase.</p> <p>2.3 Fundraising by JCCEF will continue to be well-supported by JCS families allowing for enrichment and other programming to continue.</p>
--	---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent participation data will continue to be collected</p> <p>Parent survey will continue to include questions on communication modes to ensure good communication between school and home.</p>	<p>Both; we are a single-school district</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Possible new communication tools \$ 500 - LCFF</p>

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #1 Jacoby Creek Students will achieve to high levels as measured by multiple indicators. Achievement will be improved for all students by implementing curriculum based on CCSS for English / language arts and math, the Next Generation Science standards, and ELD standards.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: Jacoby Creek School Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Other student outcomes: Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Faire, and the Spelling Bee); and other indicators of student performance (such as DIBELS, including classroom assessments (formative) and grades) to measure student achievement. School attendance rates and chronic absenteeism (or tardy more than 30 minutes) rates are monitored, and appropriate truancy procedures are followed. The rate is currently 94.63%. Better attendance= increased achievement.</p>	<p>Outcome Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Math curriculum aligned with Common Core is adopted and implemented. Each grade level, 3rd-8th grade, will have a classroom set (30) of netbook-type computers. Each primary grade (K-2) will have 6 tablet computers. 70% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, or NGSS this year. New teachers participate in an induction program. 60% of ELs show progress in the Overall performance indicator on the CELDT test. District attendance rate will increase by 0.5%</p>	<p>Actual Annual Measurable Outcomes: More teachers reported using performance tasks and project-based learning in classrooms. More students participated in History Day, Science Fair, Math Counts, service-learning, Oral Language Faire, and Spelling Bee than in past years due to expansion of grade levels for some opportunities and popularity of others (OLF) CCSS math curriculum adopted and implemented Each grade level has the computers and iPads as delineated 100% of staff participated in at least one professional development opportunity this year. New-to-service teacher completed BTSA this year. CELDT data will not be available until the fall The District attendance rate decreased due to particularly virulent viruses this year. The District's illness rate was almost double usual. The Districts unexcused absence rate decreased by 4% however, and no students needed to be SARBed.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CAASPP results are analyzed to determine areas for growth and to develop baseline and growth targets		This will happen at the end of this year/beginning of next when the CAASPP results are available	0
Other standardized metrics (formative assessments) besides CAASPP are identified to use to validate student growth.	Other standardized metrics/ formative assessments \$2000 –LCFF	Teachers have used a variety of online resources for this at little or no cost (ie Digital Library)	0
Benchmarks established for student performance on formative assessments and performance tasks based on the CCSS for ELA and math.		Benchmarks established individually in classrooms based on metric being used	0
Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels.	Teacher salaries/benefits \$1,837,289 – LCFF, Title 1, Title 11, JCCEF	All salaries were paid to support student achievement in the manners listed	\$1,794,075
Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester. Students are identified for intervention or other appropriate services (instructional aides, reading specialist, school counselor, intervention...) as needed.	After school intervention program	The after school intervention program ran all year for grades 1-6	\$13,749
In order to make sure students are college and career-ready, there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.	Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention	All salaries were paid to support student achievement	\$163,290

	<p>specialist, attendance...) \$164,580 – LCFF</p> <p>Cost of materials and supplies for instructional purposes. \$40,186 - LCFF</p> <p>Contracts/ services related to student achievement (technology, transportation, etc.) \$103,162 - LCFF</p>	<p>Materials and supplies were purchased and used for instructional purpose</p> <p>Contracts were let and paid</p>	<p>\$32,473 – LCFF RS0000, Obj 4310</p> <p>\$120,593 – LCFF RS0210, Obj 5100, 5800 RS 0228, Obj 5800 RS0000, Obj 5845</p>
<p>Instructional materials aligned with CCSS, NGSS are adopted and implemented.</p>	<p>Instructional materials – Math –purchased in 2013-14: \$75000 – Common Core Imp. Funding, carryover in Fund 01, Res. 0212, and LCFF</p>	<p>Math materials have been adopted and implemented. NGSS is still a couple of years out.</p>	<p>\$18,863</p>
<p>Professional development related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA</p>	<p>Professional Development \$5000 – LCFF</p>	<p>Staff participated in professional development, particularly in math</p>	<p>\$4300</p>

<p>New teachers attend an induction program</p>	<p>BTSA support \$2000 – LCFF</p>	<p>One teacher attended the 2nd year of her induction program (BTSA)</p>	<p>\$2000</p>
<p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p>	<p>Electronic notification system for attendance notifications \$1248 – LCFF</p>	<p>The notifier system was used each day to notify families of absences. It was also used for announcements about school events, alerts, and for messages about attendance, testing and other important things.</p>	<p>\$1390</p>
<p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs. If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>		<p>We need to wait until next Fall for CELDT results.</p>	

Scope of service:	Both; we are a single-school district	Scope of service:	
<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)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> -Determined that need to pay for formative assessment program is not necessary at this time as teachers are using Digital Library and other online resources at little or no cost (ex: Moby Max, RazKids) -Can't determine ELL progress via CELDT until Fall testing -Did not fund CHKS for this year due to spending freeze because of unexpected Special Ed expense impact on budget. Use data from Parent Survey this year and do CHKS next year. -Attendance impacted by terrible illness season this year. Unexcused absences down from last year. -Difficult to pin down parent involvement data. Will use volunteer tea invitation numbers, amount raised by JCCEF, attendance estimates (>,<=) at school events. -Difficult to determine increase in PBL and performance tasks – anecdotal by teacher and participation in Bees and OLF etc. -Reallocation of funding from formative assessment programs to software and apps for same purpose -CHKS to be implemented in 15-16 -Closely monitor attendance, particularly unexcused category for valid data; continue with Safe Handles -Cafeteria, special ed, and transportation encroachment included in LCAP -Put PBIS training with Radic-Oshiro and Stoll in for next year
---	--

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Scope of service:	Both; we are a single-school district		Scope of service:	Both; we are a single school district	
<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)_____		

Original GOAL from prior year LCAP:	Goal #2 JCS will be a safe and healthy environment for learning.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: Jacoby Creek School	Applicable Pupil Subgroups: ALL
------------------	------------------------------	---------------------------------

Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> Based on community input and survey data, JCS is perceived to be safe. Suspension/expulsion data indicate very low rates of both: 2011-12: 0.02% suspensions, 0% expulsions, 2012-13: 0.02% suspensions, 0% expulsions. Annual Facility Inspection Tool results indicate school is in good repair. Inspection conducted by JPA risk manager finds only minor safety issues.	<p style="text-align: center;">Outcome</p> 80% of survey respondents will find JCS is a safe and healthy environment for learning. Safety Plan – Bullying Component is reviewed and updated Best practices per HCOE Risk Manager for playground/recess are implemented Either a bond measure will go to the voters or a prioritized plan for facilities repair will be developed based in the FIT and JPA risk manager reports.	Actual Annual Measurable Outcomes:	Survey Data indicates that overall, JCS is perceived to be a safe place – both qualitative and quantitative data. However, there is a low sample size, so confidence in this measure may not be great. Quantitative data indicates room for improvement with all safety related questions indicating 60% or more feel safe. This is a low score for this survey, however. Safety Plan Bullying Component completed Playground staff trained by HCOE Risk Manager in playground practices at beginning of school year. Bond did not pass. Maintenance supervisor out all year. Prioritized plan to be developed for 2015-16
---	--	---	---	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review social / emotional programs currently in use (Second Step, Steps to Respect) related to prevention of bullying and conflict management for possible changes. Engage students in solution.	Release time for staff to review programs \$2000 – LCFF	Staff did not have time to do this while trying to implement common core. However, some staff were trained in Capturing Kids Hearts, and Steps to Respect/Second Step program was revamped and enriched by V. Bourne. In	0

<p>Safety Plan – Bullying Component is reviewed and updated as necessary to include information from review of efficacy of bullying prevention programs.</p> <p>Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.</p> <p>Investigate Positive Behavioral Interventions and Supports (PBIS) and Capturing Kids Hearts (Flippen) for possible schoolwide adoption</p> <p>Explore possibility of putting a facilities bond on the ballot. If not feasible, develop prioritized plan for facilities repair.</p>	<p>Implement activities such as student council, peer counseling, etc \$1000 – LCFF</p> <p>Capturing Kids Hearts 'training' \$2000 – LCFF</p> <p>Facilities maintenance, hot water in bathrooms, prioritized projects \$25,000 – 0230 (unless bond passes)</p>	<p>addition, a team from HCOE was brought in to provide an anti-bullying intensive for a grade with bullying issues.</p> <p>Student engagement activities were implemented at no cost: Pep rallies, awards assemblies, and spirit days</p> <p>See above – staff members attended this training</p> <p>Bullying component reviewed and updated.</p> <p>Playground staff is documenting practices used for review.</p> <p>PBIS information brought to staff. HCOE training scheduled for August 2015/16.</p> <p>Bond went on ballot and failed. Prioritized plan to be developed next year. Urgent repairs made this year.</p>	<p>0</p> <p>0</p> <p>\$2000</p> <p>\$18,182</p>
--	--	--	---

<p>Form committee to review and update school wellness policies</p>	<p>Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$51,008 – LCFF</p> <p>Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$196,228 – LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$22191 – LCFF</p> <p>Cost of contracts/ services related to Health and Wellness (cafeteria encroachment, custodial, carpet)</p>	<p>School Site Council reviewed Wellness policy and updated it.</p> <p>All Salaries paid per salary schedule</p> <p>Materials and supplies purchased</p> <p>Contracts were paid.</p>	<p>\$48,552</p> <p>\$207,596</p> <p>12,125 RS 0000 Obj 4374; Res 0000 4392</p> <p>47,100 Fund 13 Obj 8916; RS0000 Obj 5800. RS 0230 Obj 5631</p>
---	--	--	--

Scope of service:	Both; we are a single-school district		Scope of service:	Both; we are a single-school district	
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?		Facilities priorities will have to be re-done. PBIS implemented in 2014-15.			
Original GOAL from prior year LCAP:	Goal #3 Relationships between students, parents and JCS will be strengthened.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____		

Goal Applies to:	Schools:	Jacoby Creek School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Metric Parent survey data (35% of responses) indicates need for additional or different mode(s) of communication.	Outcome Parent involvement/ participation data will be collected to set baseline involvement/participation rate	Actual Annual Measurable Outcomes:	Parent involvement data: # invited to volunteer tea, # of visitor passes, anecdotal data on attendance at school functions. Over 6000 Visitor passes, which are primarily used by parents, were issued last school year. Over 140 invitations were sent for the Volunteer tea. Contributions to/by the JCCEF (parent run foundation) for school programs were higher than ever
	Decreased parent attendance at meetings and events such as Back to School Night, student performances, athletics nights, etc. JCS has a very high rate of volunteerism.	The District will develop a plan for communicating with parents ensuring the inclusion of subgroup parents. Volume, frequency and mode of communications and efforts to seek parent input between school and home are reviewed		75% of Survey respondents prefer e-mail communication over flyers, newsletters, and automated phone calls. Newsletters are the second most preferred form of communication (16.67%).

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent participation data will be collected to set baseline participation rate Volume, frequency and mode of communications and efforts to seek parent input between school and home. will be reviewed	Data collection re: parent involvement. Use of baseline data to develop parent involvement/ communication plan Increase Parent involvement	This was done, see above. See above	

	message at Back to School Night, newsletters and all other home-school communications Cost of auto-dialer \$1200 - LCFF	This is expensed above, under attendance, but is also used to remind families of school events	
Scope of service:	Both; we are a single-school district	Scope of service:	Both; we are a single-school district
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase student support services (PIP aide, reading specialist, school counselor, intervention services)	Increased counselor time LCFF/Supp - \$9272 After school intervention program \$9417 LCFF/Supp PIP aide incr. \$19,880 LCFF/Supp Reading specialist \$10,000 – LCFF/Supp	This was done This was done This was done This was done	\$7,933 \$13,515 \$19,941 \$12,316
Monitor progress of students	Administrator will review student	This was done	\$7,234

<p>Attendance will be closely tracked and supported</p> <p>After school daycare will be available as needed</p> <p>Fieldtrips will be provided</p> <p>Instructional aides for classroom support</p> <p>Specialized materials and supplies (ie ELD) will be available</p>	<p>progress each trimester \$7,006 – LCFF/SUPP</p> <p>FRL/Attendance Clerk \$9273 – LCFF/Supp</p> <p>Day care staff \$14,349 – LCFF/Supp</p> <p>Instructional aides \$7319</p> <p>Contribute funding to Title 1 - \$4774 - LCFF</p> <p>Co-op contract - \$894 LCFF</p>	<p>This was done</p> <p>This was done</p> <p>Fieldtrips were provided</p> <p>An aide was hired</p> <p>This was done</p> <p>This was paid</p>	<p>\$9405</p> <p>\$15,829</p> <p>0</p> <p>\$4,994</p> <p>0</p> <p>\$15,267</p> <p>\$894</p>												
<table border="1"> <tr> <th data-bbox="86 902 346 979">Scope of service:</th> <th data-bbox="346 902 808 979">Targeted to students</th> </tr> <tr> <td colspan="2" data-bbox="86 979 808 1019">__ALL</td> </tr> <tr> <td colspan="2" data-bbox="86 1019 808 1175"> 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)_____ </td> </tr> </table>	Scope of service:	Targeted to students	__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)_____			<table border="1"> <tr> <th data-bbox="1041 902 1302 979">Scope of service:</th> <th data-bbox="1302 902 1780 979">Targeted to students</th> </tr> <tr> <td colspan="2" data-bbox="1041 979 1780 1019">__ALL</td> </tr> <tr> <td colspan="2" data-bbox="1041 1019 1780 1175"> 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)_____ </td> </tr> </table>	Scope of service:	Targeted to students	__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)_____		
Scope of service:	Targeted to students														
__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)_____															
Scope of service:	Targeted to students														
__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)_____															
<p>Provision of student support services (PIP aide, EL coordinator, reading specialist, school counselor, intervention services)</p>	<p>ELD Coord/Service provider</p> <p>After school intervention</p>	<p>See above for all of this information. It is the same</p>	<p>See above for this information, it is the same</p>												

<p>Monitor progress of students</p> <p>Support provided to teachers of EIs by EL Coord.</p> <p>Attendance will be closely tracked and supported</p> <p>After school daycare will be available as needed</p> <p>Specialized materials and supplies (ie ELD, culturally relevant materials) will be available</p>	<p>program – see above</p> <p>Reading Specialist see above</p> <p>Counselor time See above</p> <p>PIP aide incr-see above</p> <p>FRL/Attendance Clerk – see above</p> <p>Daycare staff – see above</p> <p>Administrator will review student progress each trimester – see above</p> <p>Materials and supplies - \$96 LCFF</p>		
---	---	--	--

Scope of service:	Targeted to students		Scope of service:	Targeted to students	
__ALL			__ALL		
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<p>Provision of student support services (PIP aide, reading specialist, school counselor, intervention services)</p> <p>Monitor progress of students</p> <p>Attendance will be closely tracked and supported</p> <p>After school daycare will be available as needed</p> <p>School materials and supplies (binder, backpack etc) will be available if needed</p>	<p>Counselor time LCFF/Supp - see above</p> <p>After school intervention program - see above</p> <p>PIP aide – see above</p> <p>Reading Specialist – see above</p> <p>FRL/Attendance clerk – see above</p> <p>Day care staff – see above</p> <p>Administrator will review student progress each trimester – see above</p>	<p>See above for all of this information, it is the same</p>			

<table border="1"> <tr> <td>Scope of service:</td> <td>Targeted to students</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Targeted to students	__ALL		OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Targeted to students</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Targeted to students	__ALL		OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:	Targeted to students														
__ALL															
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____															
Scope of service:	Targeted to students														
__ALL															
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____															
<p>Provide high quality instruction designed to give to CCSS.</p> <p>Monitor progress of students.</p> <p>Provision of student support services if needed (instructional aides, ELD coordinator, reading specialist, school counselor, intervention services)</p> <p>Attendance will be closely tracked and supported</p> <p>After school daycare will be available as needed</p>	<p>ELD coord/service provider – see above</p> <p>Administrator will review student progress each trimester – see above</p>														
<table border="1"> <tr> <td>Scope of service:</td> <td>Targeted to students</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Targeted to students	__ALL		OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Targeted to students</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Targeted to students	__ALL		OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:	Targeted to students														
__ALL															
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____															
Scope of service:	Targeted to students														
__ALL															
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____															
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>None, these services have worked well. If more funding were available, we would expand some services, particularly counseling.</p>														

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>112,062</u>
<p><u>For 2015-16</u></p> <p>Under LCFF in 2015-16, \$112,062 is designated as supplemental grant money for the Jacoby Creek Charter School District because of the district’s 15% unduplicated count of students who qualify for the Free and Reduced Price Meal program. The district is spending \$116,907, which is the amount that the district is slated to receive when LCFF is fully implemented in 2020-21. The district is creating a supplemental grant budget based on the 2020-21 target amount so that programs can be identified and continue to be funded during the LCFF implementation period. The full list of expenditures is aligned with the goals of the JCCSD Local Control Accountability Plan and addresses the needs of our district’s unduplicated pupils. The specific expenditures and actions are listed above under goal #1 for those items listed for unduplicated pupils (pp. 15-16, 21-22, and 27-28).</p> <p>The Jacoby Creek Charter School District will offer a variety of programs and supports for English learner students, foster youth, and students of low socio-economic status. These include targeted counseling services, PIP support, an English learner coordinator, after school intervention programs, additional services from the reading program, daycare, instructional aide support, and increased pupil progress monitoring.</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.

3.94	%
------	---

For 2015-16

The Jacoby Creek Charter School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. Services to target groups will improve or increase by 3.94%. By adding targeted counseling services, PIP support, an English learner coordinator, after school intervention programs, daycare, instructional aide support, additional services from the reading program, and increased pupil progress monitoring, the target group will receive more direct instruction and attention, and the District will easily increase service to these students greater than the required 3.94%.

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]