

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

Adopted: 6/18/15

Introduction:

Orick School is a K-8 school that has 100% free and reduced, low income students. Out of the average 16 students enrolled, one student was a foster youth. No other subgroups were represented, although 19% of the population qualifies for Special Education. Orick is a small rural community with very limited services available locally and a 30 to 45 minute drive to medical and county services. There are no bargaining units for certificated or classified staff. During the 2014-15 school year, there were no English Learners or redesignated fluent English proficient. Metrics for Priorities related to English Learners and redesignated students, therefore, do not apply to this LCAP. Additionally because Orick is a K-8 district, the following metrics do not apply:

State Priority #4

Share of students who are college and career ready

Share of students who pass AP exams with 3 or higher

Share of students determined to be prepared for college with the EAP

State Priority #5

High school graduation rates

High School drop out rates

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> ● 11/5/14 Parent meeting. Orick School. In attendance: parents, students, certificated and classified staff. Discussion of 2014-15 LCAP and priorities. ● 9/25/14, 10/22/14. Community luncheons. Orick School. In attendance: parents, students, certificated and classified staff, board, and community. Informal and formal discussions regarding LCAP topics. ● 3/16 and 3/17. Parent meetings. Orick School. One-on-one conferences with parents after parent/teacher conferences. In attendance: parents, certificated staff. Discussions on what priorities for 2015-16. ● 3/23/15, 4/21/15. Site Council meetings. In attendance: certificated and classified staff, community members. Discussion about changes to goals for 2015-16. ● 5/27/15. Public meeting. In attendance: open to parents, students, certificated and classified staff, community members, board. Public inspection of draft 2015-16 LCAP open for public comments. ● 6/2/15 LCAP/Budget Public hearing. In attendance: open to parents, students, certificated and classified staff, community members, board. Public hearing on 2015-16 LCAP. ● 6/9/15 LCAP/Budget Adoption. Board meeting open to all stakeholders. 	<ul style="list-style-type: none"> ● Stakeholder input of addition to 2015-16 to improve digital literacy for students to be ready for high school tech requirements. Parents of recent graduates felt their students were not well prepared for the tech portion of their transition to high school. Parents want students to be exposed to a variety of software programs that students will encounter in high school. Additionally, stakeholders want students to be familiar with and be able to recognize online resources such as search engines, reference materials, video resources, Cloud products, Goggle docs, etc. ● Stakeholder input of addition to 2015-16 of more field trip exposure to a variety of venues such as rock climbing, music performances

<p>Annual Update:</p> <ul style="list-style-type: none">• 11/5/14 Parent meeting. Orick School. In attendance: parents, students, certificated and classified staff. Discussion of 2014-15 LCAP and priorities.• 2/13/15, 4/21/15, 5/12/15. Community luncheons. Orick School. In attendance: parents, students, certificated and classified staff, board, community. Informal and formal discussions regarding LCAP topics.• 3/16 and 3/17. Parent meetings. Orick School. One-on-one conferences with parents after parent/teacher conferences. In attendance: parents, certificated staff. Discussions on “how we’re doing” for 2014-15.• 3/23/15, 4/21/15. Site Council meetings. In attendance: certificated and classified staff, community members. Discussion about annual update of 2014-15 school year.	<p>Annual Update:</p> <ul style="list-style-type: none">• Parents wanted emphasis on exposing students to a variety of mentors to expose their students to successful adults• Parents were happy with the hands-on learning of force (kite flying), geography and history (cooking from student cultures), physics (making roller coasters and different modes of transportation), etc.• Parents supported the Washington DC trip for the historical, geographic, cultural impact on their students lives.
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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:	<u>Goal #1:</u> To be better prepared for their academic school day, students will have their nutritional needs met.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	100% of students are eligible for free and reduced breakfast and lunch.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric 1.a Breakfast/lunch count	Outcome 1.a Increase meals served to 85%.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines.	All	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$13,784 FU01,RS0000, obj 7616
1.2 The district will hire an instructional aide who will also cover cooking breakfast, morning recess and lunch.			\$1,815 Fu13, obj 2211, obj 3xxxx
1.2 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities	All	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$445 FU13,obj5210
1.4 Food Services director will attend professional development to explore best use of commodities			
1.5 Administration will explore updating kitchen and/or equipment as needed to better serve meals.	All	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No cost
1.6 Administration will explore backpacks for kids food program.			No cost

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metric	Outcome	
	1.a Breakfast/lunch count	1.a Increase meals served to 85%.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines. 1.2 The district will hire an instructional aide who will also cover cooking breakfast, morning recess and lunch.	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)_____	\$13,784 FU01,RS0000, obj 7616 \$1,815 Fu13, obj 2211, obj 3xxxx
1.3 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities 1.4 Food Services director will attend professional development to explore best use of	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)_____	\$445 FU13,obj5210
1.5 Administration will explore updating kitchen and/or equipment as needed to better serve meals. 1.6 Administration will explore backpacks for kids food program.	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)_____	No cost No cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metric	Outcome		
	1.a Breakfast/lunch count	1.a Increase meals served to 85%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines. 1.2 The district will hire an instructional aide who will also cover cooking breakfast, morning recess and lunch.	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)_____		\$13,784 FU01, RS0000, obj 7616 \$1,815 FU13,obj 2211, obj 3xxx
1.3 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities 1.4 Food Services director will attend professional development to explore best use of	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)_____		\$445 FU13,obj5210
1.5 Administration will explore updating kitchen and/or equipment as needed to better serve meals. 1.6 Administration will explore backpacks for kids food program.	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)_____		No Cost No cost

GOAL:	<u>Goal #2:</u> Students will have access to standards-aligned materials, well-maintained school facilities and highly qualified teachers.	Related State and/or Local Priorities: 1X 2X 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local: Specify _____	
Identified Need:	Math textbooks are not California Standards aligned and are not aligned to new high school integrated math curriculum. All teachers are currently highly qualified. A maintenance plan for the aging building that was not modernized needs to be prioritized.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> 2.a Percentage of properly credentialed teachers 2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC 2.c Annual Facilities Inspection Tool (FIT)	<p style="text-align: center;">Outcome</p> 2.a 100% of teachers will be credentialed and properly assigned 2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS 2.c Inspection will rate facilities in "good " or better repair	
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
2.1 Teachers will maintain their highly qualified status by attending professional development for California Standards curriculum in English language arts, math and science.	All	_X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$500 FU01,RS0000, obj5210
2.2 Purchase math textbooks that are California Standards based and are vertically aligned with high school math curriculum.	All	_X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$3,500 FU01,RS0000, obj4110

<p>2.3 Facilities will be cleaned and maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. A list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,237 FU01,RS8150, obj2213,3xxx, 5800</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">Metric</p> <p>2.a Percentage of properly credentialed teachers 2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC 2.c Annual Facilities Inspection Tool (FIT)</p>		<p style="text-align: center;">Outcome</p> <p>2.a 100% of teachers will be credentialed and properly assigned 2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS 2.c Inspection will rate facilities in “good “ or better repair</p>
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>2.1 Teachers will maintain their highly qualified status by attending professional development for California Standards curriculum in English language arts, math and science.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 FU01,RS0000, obj5210</p>
<p>2.2 Purchase math textbooks that are California Standards based and are vertically aligned with high school math curriculum.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,500 FU01,RS0000, obj4110</p>

<p>2.3 Facilities will be cleaned and maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. An updated list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,237 FU01,RS8150, obj2213,3xxx, 5800</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>2.a Percentage of properly credentialed teachers 2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC 2.c Annual Facilities Inspection Tool (FIT)</p>	<p align="center">Outcome</p> <p>2.a 100% of teachers will be credentialed and properly assigned 2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS 2.c Inspection will rate facilities in “good “ or better repair</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>2.1 Teachers will maintain their highly qualified status by attending professional development for California Standards curriculum in English language arts, math and science.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 FU01,RS0000, obj5210</p>
<p>2.2 Purchase math textbooks that are California Standards based and are vertically aligned with high school math curriculum.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,500 FU01,RS0000, obj4110</p>

<p>2.3 Facilities will be cleaned and maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. An updated list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,237 FU01,RS8150, obj2213,3xxx, 5800</p>
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GOAL:	<u>Goal #3:</u> Students will be engaged and active learners through hands-on, California Standards aligned instruction.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	Student performance on local assessments and practice testing show low achievement with more than 70% below grade level.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	3.a Standardized testing 3.b School attendance rate 3.c Chronic absenteeism rate 3.d Middle school dropout rate 3.e Discipline 3.f Classroom Observations 3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases API- THIS METRIC IS N/A 2015-16. PLAN WILL BE REVISED AND OUTCOMES SET WHEN NEW SYSTEM IS IN PLACE	3.a Increase student achievement on a variety of assessments including local and state testing by 10%. 3.b Increase attendance by 5%. 3.c Reduce chronic absenteeism by 10% 3.d. Determine middle school dropout rate baseline (average of past 3 year) and decrease by 10%. 3.e Decrease disciplinary actions by 10%. 3,f Increase classroom observations and data from observations by 10%. 3.f Increase in student engagement by 10% as measured classroom observation tool at least once a month 3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings, all IM purchased will be CCSS aligned.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Administrator will actively seek suitable mentors for upper grade students. Mentors will be secured and all appropriate regulations such as finger printing and MOUs secured. Administration will look into Big Brother/Big Sister program as a possible for mentoring.	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) _____	\$250 FU01,RS0000, obj5861 \$50 FU01,RS0000, obj4391
3.2 The district will fund meeting supplies for the mentoring program.			

<p>3.3 The district will reimburse fuel expenses for the mentoring program.</p>			<p>\$200 FU01,RS0000, obj4364</p>
<p>3.4 The district will fund professional development in hands-on instruction and multi-grade science classrooms.</p> <p>3.5 The district will purchase California Standards NGSS science materials and curriculum.</p> <p>3.6 The district will purchase equipment for use with California Standards equipment.</p> <p>3.7 The district will provide field trips to a variety of venues for a variety of programs and encourage outside speakers and programs to come to the school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 FU01,RS0000, obj5210</p> <p>\$1,000 FU01,RS0000, obj4310</p> <p>\$500 FU01,RS0000, obj4310</p>
<p>3.8 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$800 FU01,RS0000, obj4310</p>
<p>3.9 The district will identify and serve students who qualify for special education by purchasing Special Education assessment software and online intervention programs that can be used for all students.</p>	<p>All</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education students</u></p>	<p>\$1,000 FU01,RS6500, obj4310</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>3.a Standardized testing</p> <p>3.b School attendance rate</p> <p>3.c Chronic absenteeism rate</p>	<p>3.a Increase student achievement on a variety of assessments including local and state testing by 10%.</p> <p>3.b Increase attendance by 5%.</p> <p>3.c Reduce chronic absenteeism by 10%</p>

	<p>3.d Middle school dropout rate 3.e Discipline</p> <p>3.f Classroom Observations</p> <p>3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases</p> <p>API- THIS METRIC IS N/A 2015-16. PLAN WILL BE REVISED AND OUTCOMES SET WHEN NEW SYSTEM IS IN PLACE</p>	<p>3.d. Determine middle school dropout rate baseline (average of past 3 year) and decrease by 10%.</p> <p>3.e Decrease disciplinary actions by 10%.</p> <p>3,f Increase classroom observations and data from observations by 10%.</p> <p>3.f Increase in student engagement by 10% as measured classroom observation tool at least once a month</p> <p>3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings, all IM purchased will be CCSS aligned.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Administrator will actively seek suitable mentors for upper grade students. Mentors will be secured and all appropriate regulations such as finger printing and MOUs secured. Administration will look into Big Brother/Big Sister program as a possible for mentoring.</p> <p>3.2 The district will fund meeting supplies for the mentoring program.</p> <p>3.3 The district will reimburse fuel expenses for the mentoring program.</p>	All	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$250 FU01,RS0000, obj5861</p> <p>\$50 FU01,RS0000, obj4391</p> <p>\$200 FU01,RS0000, obj4364</p>
<p>3.4 The district will fund professional development in hands-on instruction and multi-grade science classrooms.</p> <p>3.5 The district will purchase California Standards NGSS science materials and curriculum.</p> <p>3.6 The district will purchase equipment for use with California Standards equipment.</p> <p>3.7 The district will provide field trips to a variety of venues for a variety of programs and encourage outside speakers and programs to come to the school.</p>	All	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$500 FU01,RS0000, obj5210</p> <p>\$1,000 FU01,RS0000, obj4310</p> <p>\$500 FU01,RS0000, obj4310</p>

<p>3.8 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	<p>All</p>	<p><u><input checked="" type="checkbox"/></u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$800 FU01,RS0000, obj4310</p>
<p>3.9 The district will identify and serve students who qualify for special education by purchasing Special Education assessment software and online intervention programs that can be used for all students.</p>	<p>All</p>	<p><u><input checked="" type="checkbox"/></u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 FU01,RS6500, obj4310</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>3.a Standardized testing</p> <p>3.b School attendance rate</p> <p>3.c Chronic absenteeism rate</p> <p>3.d Middle school dropout rate</p> <p>3.e Discipline</p> <p>3.f Classroom Observations</p> <p>3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases</p> <p>API- THIS METRIC IS N/A 2015-16. PLAN WILL BE REVISED AND OUTCOMES SET WHEN NEW SYSTEM IS IN PLACE</p>	<p>3.a Increase student achievement on a variety of assessments including local and state testing by 10%.</p> <p>3.b Increase attendance by 5%.</p> <p>3.c Reduce chronic absenteeism by 10%</p> <p>3.d. Determine middle school dropout rate baseline (average of past 3 year) and decrease by 10%.</p> <p>3.e Decrease disciplinary actions by 10%.</p> <p>3,f Increase classroom observations and data from observations by 10%.</p> <p>3.f Increase in student engagement by 10% as measured classroom observation tool at least once a month</p> <p>3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings, all IM purchased will be CCSS aligned.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Administrator will actively seek suitable mentors for upper grade students. Mentors will be secured and all appropriate regulations such as finger printing and MOUs secured. Administration will look into Big Brother/Big Sister program as a possible for mentoring.</p> <p>3.2 The district will fund meeting supplies for the mentoring program.</p> <p>3.3 The district will reimburse fuel expenses for the mentoring program.</p>	All	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$250 FU01,RS0000, obj5861</p> <p>\$50 FU01,RS0000, obj4391</p> <p>\$200 FU01,RS0000, obj4364</p>
<p>3.4 The district will fund professional development in hands-on instruction and multi-grade science classrooms.</p> <p>3.5 The district will purchase California Standards NGSS science materials and curriculum.</p> <p>3.6 The district will purchase equipment for use with California Standards equipment.</p> <p>3.7 The district will provide field trips to a variety of venues for a variety of programs and encourage outside speakers and programs to come to the school.</p>	All	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$500 FU01,RS0000, obj5210</p> <p>\$1,000 FU01,RS0000, obj4310</p> <p>\$500 FU01,RS0000, obj4310</p>
<p>3.8 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	All	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$800 FU01,RS0000, obj4310</p>

<p>3.9 The district will identify and serve students who qualify for special education by purchasing Special Education assessment software and online intervention programs that can be used for all students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 FU01,RS6500, obj4310</p>
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GOAL:	<u>Goal #4:</u> Stakeholders will become more engaged in their students' education by increased awareness of school priorities and through participation in school events, and school services.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need: There is no current active parent or school volunteer organization. There have been chronic unfilled positions on the school board. As there is no local paper or radio station, and many families do not have access to the internet, communication is a challenge.

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income, Foster
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Metric	Outcome
	4.a Parent/community communication: Logs of parent events, notes home, website hits, Call 'em all logs, Facebook "likes", and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings. 4.b Parent/student surveys 4.c Student suspension 4.d Expulsion rates	4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%. 4.b Establish baseline ratings for both parent and student satisfaction with school programs and opportunities for students. 4.c Reduce suspension by 10%. 4.d Maintain 0% expulsion.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Administration will work towards holding monthly community building events such as Back to School night, community lunches, homework club: Materials Food	All	X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$500 FU01,RS0000, obj4310 \$300 FU13,obj4710
4.2 Administration will explore new ways to keep parents informed and up to date through attending stakeholder participation professional development. Administration will oversee maintaining digital media such as the website, Facebook, Twitter, and mass phone communications via text or voice. Administration will contact school community at least twice a month	All	X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$250 Fu01,RS0000, obj5210

<p>through mass phone call systems such as Call 'em all. Superintendent secretary will maintain and submit to administration updated student and phone lists as changes occur.</p>			
<p>4.3 A portion of administration and secretarial services will be paid to support the target group of at-risk students through continued planning for interventions, increased communications, school climate, parent club inclusion and other methods to be researched.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$28,554 FU01, RS0000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
		<p>4.a Parent/community communication: Logs of parent events, notes home, website hits, Call 'em all logs, Facebook "likes", and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p>	<p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%.</p> <p>4.b Establish baseline ratings for both parent and student satisfaction with school programs and opportunities for students.</p> <p>4.c Reduce suspension by 10%.</p> <p>4.d Maintain 0% expulsion.</p>
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Administration will work towards holding monthly community building events such as Back to School night, community lunches, homework club: Materials Food</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 FU01,RS0000, obj4310</p> <p>\$300 FU13,obj4710</p>

<p>4.2 Administration will explore new ways to keep parents informed and up to date through attending stakeholder participation professional development. Administration will oversee maintaining digital media such as the website, Facebook, Twitter, and mass phone communications via text or voice. Administration will contact school community at least twice a month through mass phone call systems such as Call 'em all. Superintendent secretary will maintain and submit to administration updated student and phone lists as changes occur.</p>	<p>All</p>	<p><u><input checked="" type="checkbox"/></u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$250 Fu01,RS0000, obj5210</p>
<p>4.3 A portion of administration and secretarial services will be paid to support the target group of at-risk students through continued planning for interventions, increased communications, school climate, parent club inclusion and other methods to be researched.</p>		<p><u><input checked="" type="checkbox"/></u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,066 FU01, RS0000</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	<p>4.a Parent/community communication: Logs of parent events, notes home, website hits, Call 'em all logs, Facebook "likes", and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p>	<p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%.</p> <p>4.b Establish baseline ratings for both parent and student satisfaction with school programs and opportunities for students.</p> <p>4.c Reduce suspension by 10%.</p> <p>4.d Maintain 0% expulsion.</p>	<p>Budgeted Expenditures</p>
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>4.1 Administration will work towards holding monthly community building events such as Back to School night, community lunches, homework club: Materials Food</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 FU01,RS0000, obj4310 \$300 FU13,obj4710</p>
<p>4.2 Administration will explore new ways to keep parents informed and up to date through attending stakeholder participation professional development. Administration will oversee maintaining digital media such as the website, Facebook, Twitter, and mass phone communications via text or voice. Administration will contact school community at least twice a month through mass phone call systems such as Call 'em all. Superintendent secretary will maintain and submit to administration updated student and phone lists as changes occur.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$250 Fu01,RS0000, obj5210</p>
<p>4.3 A portion of administration and secretarial services will be paid to support the target group of at-risk students through continued planning for interventions, increased communications, school climate, parent club inclusion and other methods to be researched.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,588 FU01, RS0000</p>

GOAL:	<u>Goal #5:</u> Students will work towards appropriate digital literacy for state testing and to prepare for high school, college and career readiness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Parents of recent Orick graduates stated that their students were not prepared for the digital demands of high school. During the Smarter Balanced testing, students were handicapped by low level computer skills.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><u>Metric</u></p> 5.a Tech equipment inventory 5.b Updated software inventory 5.c Typing speeds of students 5.d Professional development log for teachers 5.e Teacher lesson plans and student schedules	<p style="text-align: center;"><u>Outcome</u></p> 5.a Technology hardware inventory is up to date 5.b Software is inventoried, up to date and verified that the software covers the Microsoft office, video and page layout 5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March 5.d Log of professional development includes digital components for all teachers 5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the 2016 Smarter Balanced testing. 5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum. Up to date versions of Microsoft Office, a page layout program, a video editing program such as iMovie, and others need to be installed on all computers.	All	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2,500 FU01,RS0000, obj4400 \$3,000 FU01,RS0000, obj4341

<p>5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$2,500 FU01,RS0000, obj5210</p>
<p>5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$300 FU01,RS0000, obj5207</p>
<p>5.5 Increase current lower grade teaching position to full time to add 1.5 hours per day for technology preparation and digital literacy instruction.</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$2,938 FU01,RS0000, obj1100,3xxx</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p align="center"><u>Metric</u></p>	<p align="center"><u>Outcome</u></p>	
	<p>5.a Tech equipment inventory</p> <p>5.b Updated software inventory</p> <p>5.c Typing speeds of students</p> <p>5.d Professional development log for teachers</p> <p>5.e Teacher lesson plans and student schedules</p>	<p>5.a Technology hardware inventory is up to date</p> <p>5.b Software is inventoried, up to date and verified that the software covers the Microsoft office, video and page layout</p> <p>5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March</p> <p>5.d Log of professional development includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>	<p align="center">Pupils to be served within identified scope of service</p>
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Budgeted Expenditures</p>	

<p>5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the 2016 Smarter Balanced testing.</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,500 FU01,RS0000, obj4400</p>
<p>5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum. Up to date versions of Microsoft Office, a page layout program, a video editing program such as iMovie, and others need to be installed on all computers.</p>			<p>\$3,000 FU01,RS0000, obj4341</p>
<p>5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,500 FU01,RS0000, obj5210</p>
<p>5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.</p>			<p>\$300 FU01,RS0000, obj5207</p>
<p>5.5 Increase current lower grade teaching position to full time to add 1.5 hours per day for technology preparation and digital literacy instruction.</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,938 FU01,RS0000, obj1100,3xxx</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p>	<p><u>Outcome</u></p>
	<p>5.a Tech equipment inventory 5.b Updated software inventory 5.c Typing speeds of students</p>	<p>5.a Technology hardware inventory is up to date 5.b Software is inventoried, up to date and verified that the software covers the Microsoft office, video and page layout 5.c Typing speeds of all students improve by 25% from the</p>

	<p>5.d Professional development log for teachers</p> <p>5.e Teacher lesson plans and student schedules</p>	<p>beginning of the year until tested in March</p> <p>5.d Log of professional development includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the 2016 Smarter Balanced testing.</p> <p>5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum. Up to date versions of Microsoft Office, a page layout program, a video editing program such as iMovie, and others need to be installed on all computers.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500 FU01,RS0000, obj4400</p> <p>\$3,000 FU01,RS0000, obj4341</p>
<p>5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program</p> <p>5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500 FU01,RS0000, obj5210</p> <p>\$300 FU01,RS0000, obj5207</p>
<p>5.5 Increase current lower grade teaching position to full time to add 1.5 hours per day for technology preparation and digital literacy instruction.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,938 FU01,RS0000, obj1100,3xxx</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal #1 Students will have their nutritional needs met so they are better prepared for their academic school day.			Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: Low Income		
Expected Annual Measurable Outcomes:	Metric a) Breakfast/Lunch count	Outcome a) Baseline	Actual Annual Measurable Outcomes:	a) 8/2013-3/2014 Breakfast/Lunch count=1628 baseline 8/2014-3/2015 Breakfast/Lunch count=3224 Increase 2013-14 over 2014-15 = 198%	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 The District will serve nutritious meals at both breakfast and lunch with an emphasis on adequate amounts of protein. Professional Development for the school cook will be explored so quick, easy and nutritious breakfast and lunch foods, high in protein can be prepared		Expected kitchen deficit spending, \$10,000 Funding Source: General fund resource: 0000 Professional development: \$300 Funding Source: 0000	1.1 Following federal guidelines for nutrition, free breakfast and lunch was served to all students on every school day. Adequate protein and fresh fruits and vegetables were included in the meals.		\$10,903
Scope of service:	School Wide		Scope of service:	School wide	
__ALL			<u>X</u> ALL		

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>A portion of administration and secretarial services will be paid from these funds to support the target group, at-risk students. Continued planning for interventions, increased communications, school climate, parent club inclusion, and support as listed in the part II goals.</p> <p>For foster youth: Currently, the District has no Foster Youth students, however the goals of parent/school communication, incentives and engaging lessons apply support these youth.</p> <p>For redesignated fluent English There are no EL students have been redesignated in the District at this time. proficient pupils:</p>	<p>Administration and Secretarial services: Expenditures: \$27,018 Funding Source: 0001</p>	<p>The following portions of salaries were paid from the funds: Superintendent/Principal 0.4FTE = \$8,796 Lead teacher stipend = \$2,000 Superintendent Secretary 0.225FTE = \$8,763 Funding resource 0000</p> <p>Near the beginning of the 2014-15 school year one foster youth enrolled in the school. As 100% of the student population was low income, the district goals of parent/school communication, incentives and engaging lessons were applied to support all students.</p> <p>There were no EL students at Orick for the 2014-15 school year.</p>	<p>\$19,559</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	<p>All</p>
<p><input type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Student enrollment (Aug through March) from 2013-14 averaged 8.9 students. In 2014-15 average student enrollment increased to 15.4, a 173% increase. The low income student population increased from 90% to 100% during the same time frame. Although it was recognized that professional development for the new cook could increase the nutritional value of the meals served, scheduling issues ensued. For next year, participation in seminars and workshops that center on nutritional meals that fit federal guidelines while utilizing commodity deliveries will help the cook provide nutritious meals for the students.</p>		

<p>Original GOAL from</p>	<p>Goal #2 Students will be exposed to multiple adults as mentors and teachers. Disadvantaged students in</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7_X 8_X</p>
		<p>Orick School</p>

prior year LCAP:	particular benefit from multiple supportive adults who take a personal interest in their development and achievement.	COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income
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Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:
	Discipline Records	5% reduction in discipline instances	Discipline instances remained static. Local test scores for Read Naturally showed an improvement of 2% in overall reading fluency. Attendance as shown increased from 2013-14 to 2104-15 by 14% as shown by comparing the breakfast/lunch counts with the enrollment for the same period.
	Participation rates	2% improvement in test scores	
	Test Scores	2% Attendance improvement over baseline	
	Attendance		

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administration will actively seek out suitable mentors for junior high students, with special attention given to at- risk youth. Mentors will be secured and all appropriate regulations such as finger clearances, and MOU's secured. Students are then placed with these mentors one afternoon per week.	Fingerprints: \$250 Meeting Supplies \$500 Fuel Reimburse: \$200 Funding Source:0000	Although mentors for the junior high students could not be attained, several adult mentors were brought into the classroom. In the spring a local artist started weekly drawing classes. A local geologist gave a local tsunami and earthquake talk that focused on local areas escape routes. In the fall, swimming lessons were given to all students by local swim instructors in order to expose the students to a variety of mentors and safety issues.	\$0 \$247 \$0
Scope of service: 6th through 8th grade students <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: All students <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Although a few mentors were brought into the classrooms and students were taken to remote locations to meet other mentors, it was recognized that a mentor program would greatly improve student engagement and student interest in school. Outreach at the high school and in the community may bring in more mentors. This goal has been incorporated as an action into the 2015-16 LCAP Goal #3 with the added consideration of looking into a Big Brother/Big Sister program for Orick students.</p>		

Original GOAL from prior year LCAP:	<p>Goal #3 Students (Especially LI) respond well to active hands-on lessons that integrate the Common Core Standards. Students will become engaged and active learners through CCS aligned instruction</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income
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Expected Annual Measurable Outcomes:	Metric	Outcome	Baseline	Actual Annual Measurable Outcomes:	(BLANK)
	Testing				
	Attendance				
	Discipline				
	Classroom Observations				

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Teachers will develop active, hands-on lessons that integrate the Common Core Standards and are appropriate for multi-graded classrooms.	Professional Development: \$500	No Common Core professional development was attended by certificated staff in 2014-15.	\$0

<p>Teachers will attend professional development on integrating CCS into science, and other curricular areas. Teachers will develop lessons that integrate CCS into the curriculum. Teachers will secure the needed materials and equipment needed to deliver these lessons.</p>	<p>Equipment: \$200 Materials: \$300 Funding Source: 0000</p>	<p>Students participated in a year-long geography unit that investigated students ancestry, studied their cultural backgrounds and then moved the investigation into the kitchen where they cooked a dish from their ancestral home. The curriculum was a Common Core integrated, cross-curricular, multi-grade.</p> <p>Five students went to Washington, D.C. as part of the history, math and ELA curriculum.</p>	<p>\$300 \$300</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	<p>All</p>
<p><input type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Due to a particularly challenging and changing student population, it was difficult to plan for the staff to be away for professional development. There were limited local, within the county, options for common core trainings for the staff. A math articulation to high school workshop was attended in May. From that, the field was narrowed for choosing a California Standards based math curriculum. When the new textbook is chosen for the district, professional development and training around the new curriculum will be imperative. This is one of the actions for 2015-16 LCAP Goal #3.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #4 Families will be aware of school services, events, priorities and will become more engaged in their children's education.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:		Schools: All	Applicable Pupil Subgroups: Low Income, EL, Foster,	
Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:	<p>Parent events: Of the 13 parent/guardians, an average of 5 attended parent meetings, community lunches. Of parent/teacher conferences 70% attended the one on one meetings.</p> <p>Call-em-All: 270 calls made to parents and community</p> <p>There was no Parent Club this year.</p> <p>Number of notes sent home was not totaled. This information will be available in September and will be used to establish baseline for 2015-16</p>
	Attendance log monthly parent events	Baseline		
	Call-em-All phone logs			
	Parent Club Attendance			
	Notes home binder			
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Administration will firm up successful systems of school to community communications and explore new ways to keep parents informed and up to date. An effort will be made to hold monthly community building events.</p> <p>Administration will maintain or streamline existing communication systems and make improvements where possible.</p> <p>Continue with monthly community building events.</p>	<p>Professional Development: \$250</p> <p>Supplies \$500</p> <p>Food: \$300 (fund 13)</p> <p>Funding Source: 0000</p>	<p>The Superintendent attended a symposium that included several workshops on stakeholder communication. Community lunches were held in Sept, Oct., Nov., Feb., April, May and June. An average of 15 parents and community members attended each of the community lunches. A community dinner and Dell'Arte performance was given in December with an attendance of 120 parents and community members.</p> <p>The website was updated and website viewing has increased 59% in one month. Call-em-all phone calls were made monthly to inform stakeholders. The board approved a programmable highway LED sign that will keep the community informed of upcoming events. The sign should be installed and working by the beginning of the 2015-16 school year.</p> <p>Pizza and snacks was for parent meetings.</p>	<p>\$2083</p> <p>\$500</p> <p>\$300</p>	

Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Community lunches have been successful, but could be developed further with focused and directed topics of discussion. As the superintendent was new, the community was meeting and getting to know the superintendent in an informal community lunch setting. Parents showed an interest in after school programs. Encouraging more parents to get involved in the school through Parent Club or Site Council will help student engagement and success.		

Original GOAL from prior year LCAP:	Goal #5 Provide incentives to students in an effort to keep them on task and motivated.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric Attendance records Discipline Records Report Cards	Outcome Baseline	Actual Annual Measurable Outcomes:	Attendance for Aug-Mar 2013-14 vs 2014-15 went down from 90% to 87%. Discipline data was not collected; anecdotal evidence indicated referrals were no more or no less than prior year.

				Report card data on student engagement was not aggregated to report
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Administration and teachers will continue to provide incentives for students for attendance, behavior and academic performance. Provide daily incentives and a student store to motivate students.	Supplies \$400 Funding Source: 0000	The point system within each class that translates to Cougar bucks that students can spend at the school store is effective in behavior modification. Classroom observation has confirmed that offering Cougar bucks for appropriate behavior modifies the students. At this point, there is no evidence that either attendance or academic performance is directly affected by the Cougar buck incentive. However, there is an indirect correlation of better behavior within the classroom translating to better academic progress.	\$400	
Scope of service: All		Scope of service: All		
<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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Monitoring Cougar bucks in relation to academic progress would be positive. Surveying students for items for the student store may give the students more motivation to improve their academics or behavior in order to earn incentives that are more attractive to them. Consideration should be given to incentives other than those earned by Cougar bucks. Perhaps time on the computer, "top dog" for the day, etc. to enhance motivation.			

Original GOAL from prior year LCAP:	Goal #6 Maintenance of facilities to meet William’s Act standards provides a safe and clean learning environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric William’s Quarterly Report	Outcome Baseline	Actual Annual Measurable Outcomes: There have been no complaints through the Williams Report.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Maintenance of facilities to meet William’s Act standards provides a safe and clean learning environment for students. Orick School’s facilities are in wonderful condition because of a school-wide modernization project in the summer of 2012.</p> <p>Administration will receive any Williams Act complaints from the public and comply with any such complaints. Administration will also conduct an annual building inspection and create a deferred maintenance plan.</p>		<p>\$3821 Funding Source: RS 8150</p>	<p>Maintenance salary, septic tank pumping, electrical repair, Repairs completed after vandalism and theft.</p> <p>\$3,821</p>
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	

<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>Although the modernization of the building occurred in 2012, there are parts of the building that need to be updated and maintained. A deferred maintenance plan needs to be established and funds set aside for those issues. The classrooms need window coverings to maintain safety and for preservation of materials in the classroom. There are several smaller projects such as a “doorbell”, wiring for phones in all of the classrooms, clearing unused classrooms of extraneous materials, aging windows and siding in the building where the modernization did not take place, etc.</p>		

Original GOAL from prior year LCAP:	<p>Goal #7 Professional development based on common core standards will improve student achievement based on common core standards</p>			<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric Common Core integration	Outcome Baseline	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
			Budgeted Expenditures	Estimated Actual Annual Expenditures
<p><i>No actions or expenses were identified for this goal in 2014-15</i></p>			0	<p>There were no actions or associated expenditures for this goal.</p>

Scope of service:	All		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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As there were no actions or budget for this goal, it could not be measured. For the 2015-16 LCAP, this goal was incorporated as an action in Goals #3 and #5. Very little professional development happened in 2014-15 and will be a priority for 2015-16.				

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>\$31,598</u>
<p>The District is estimating that the funds designated as supplemental and concentration in the LCAP year calculated on the basis of the number of low income and foster youth pupils to be \$31,598. The District has total expenditures of \$33,160 to meet the eight state priorities. As 100% of students qualify for the Free Reduced Lunch Program services will be provided district-wide. The district will continue to support these students through highly qualified classroom instructors, technology equipment, community partnerships, intervention, and on-line educational opportunities. Two full time teachers and add an aide will enable students to receive more intensive instructional support with low student to educator ratios. The District plans to provide for the basic needs of students with quality facilities and a breakfast and hot lunch program. Secretarial support will ensure all students participate in the food program. Academically, the District will train teachers in better ways to teach hands-on lessons that integrate the common core standards and provide the materials and equipment for such lessons. Teacher leadership will be supported and administration will provide increased intervention services to all of the students. In addition, the District will concentrate funds towards digital literacy for their students.</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.

9.41	%	2015-16
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Based on the proportionality calculator, the District is required to show increased or improved services valued at 9.41%. It is our expectation that the overall quality of the services for our target students and, all students will increase. Focusing on interventions for our increasing Special Education students by continuing with a 0.2FTE certificated resource teacher who will also add blended services to the target groups, adding assessment software for Special Education, secretarial support for the food program and increased teacher leaders with administration support to increase the services to all of the students as the student enrollment is 100% low income and 70% are below grade level. In targeting the needs of our low-income student population, we will maintain two full time teachers and add an aide to maintain low student to educator ratios. Maintaining a strong cafeteria program to feed the low-income students will also help the target population be successful.

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).

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