

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

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

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

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

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

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

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

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

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

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

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

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

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

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

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

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

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

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

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

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

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

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

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

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

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

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

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

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

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

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

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

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

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

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

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

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

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

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

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23 8-22-14 [California Department of Education]

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

Introduction: Peninsula Union School District is a rural single-school K-8 district in Humboldt County. There are no ELL or Foster Youth students. The Free and Reduced Lunch count is 97%. Because it is an elementary district, certain metrics do not apply to the District. These metrics are:

Required Metrics # 2 Common Core Implementation

- *EL access to ELD and CCSS NA as no EL students are currently enrolled

Required Metrics # 4 Student Achievement:

- * API Growth and Subgroup Performance (2015-16)
- * Share of students that are college and career ready
- * Share of students that pass Advanced Placement exams with a 3 or higher
- * Share of students determined prepared for college by the Early Assessment Program high school dropout rates, and high school graduation rates.
- * Share of English learners who become English proficient
- * English learner reclassification rate

Required Metrics # 5 Student Engagement

- * High School dropout rates
- * High School graduation rates

Required Metrics # 6 School Climate

- * CHKS is not given due to small school population which would compromise confidentiality

Required Metrics # 8

- * Concurrent enrolment in community college classes
- * Graduation rate of McKinney-Vento students
- * Number of students receiving Seal of Biliteracy

LEA: Peninsula Union School District Contact Kim Blanc, Superintendent, kblanc@humboldt.k12.ca.us, 707-443-2731

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils

attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Staff met on February 24, 2015 to discuss 2015-16 LCAP and review input from Stakeholder and Site Council Meeting held February 10, 2015. The staff met on March 9, 2015 to review parent survey results and add their input. The staff met on March 24, 2015 to review data from classroom assessments. The bargaining unit representatives attending each of these meetings.</p> <p>Student input was not gathered for this year’s LCAP. Student input will be included in the process for 2016-17. A student survey will be developed and distributed to students in grades 5-8.</p> <p>Parent and Community stakeholders including School Site Council were invited to meetings on February 10, 2015 and March 10, 2015 to discuss and collect input for 2015-16 LCAP. A parent survey was given out on February 23, 2015. Parents were also invited through school newsletter to meet personally with the Principal to give their input.</p> <p>The School Board discussed the 2015-16 LCAP on February 10, 2015 giving their input.</p>	<p><i>What got changed...</i></p> <p>After meeting with stakeholders and reviewing survey data, input from Staff, Board, Parents and Community was added into the plan.</p> <p>The staff recommended adopting Common Core language arts materials as soon as they are available through CDE (January 2016), continued use of a computer tech to keep computers and Smart Boards in consistent working order, adding that the tech needs to be available during some school hours. Office computer which secretary utilizes for Attendance tracking, teacher support and parent correspondence needs to be replaced as it does not have the capacity to use a new updated operating system. Staff looked at assessment data and wants to use GoMath assessments next year. Until there is CAASPP data, staff feels writing new achievement goals is premature. While there are concerns about writing, staff wants to implement new Common Core E/LA textbooks and test scores before adding a writing goal.</p> <p>83% of parents returned the survey. Parent Surveys show a high level of satisfaction, which indicates to staff that the strategies outlined in our 2014-15 LCAP are making a positive difference and should be maintained in 2015-16 Plan, with adjustments reflective of input from other stakeholders.</p> <p>School Site Council and parents recommended that there be less disruptions by visitors in the classrooms to protect student learning and time on task, exploration of programs such as PBIS or interventions in 2015-16 to help the small percentage of students who are disrespectful to staff and adults on campus, and strategies employed to increase parent engagement/ participation in students completing their homework.</p>

Annual Update 14 - 15:
Staff met on November 18, 2014 to review goals and activities. On January 6, 2015 and January 20, 2015 assessments and curriculum were discussed. On February 10, 2015 staff gave input for adjustments needed to activities and changes for next year’s plan. On March 9, 2015 the staff met to review parent input.

School Board was informed by Superintendent of the new LCAP template and process on October 14, 2014. On January 13, 2015 the Board reviewed goals and activities. On February 10, 2014 the Board discussed curriculum and budget. The Superintendent gave an update on the template and process for LCAP requirements. The Superintendent shared the input collected from staff and stakeholders to date.

Parent and Community stakeholders including School Site Council were invited to meetings on December 2, 2014, January 13, 2015 and February 10, 2015. The plan was reviewed and input requested.

Annual Update: 14- 15
There were identified corrections to the plan relating to clarification of and correct placement of template terms: metrics, outcomes and actions. A large influx of new students led to adjustments in actions and goals. Due to a lack of substitutes and local training, we were not able to implement our planned actions for professional development. We have not been able to locate a reasonable priced on-line assessment which would track student achievement for a small district of our size so this will be removed from the plan. Many of our actions needed more time for implementation and there was consensus to roll those into the 2015-16 LCAP and following years. When CAASPP data is available, we will be able to write new achievement actions in outlying years.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	<p><u>Goal #1</u> Student Achievement. Peninsula students will achieve to a high level as measured by multiple indicators.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____</p>
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Identified Need:	<p>1.1 Peninsula students perform inconsistently on most assessments. More than 50% of students were not performing at grade level when tested on STAR. There is not consistent performance at high levels. The Peninsula community wants to increase achievement levels. There is an achievement gap for students who are low SES and transient. 20 new students enrolled in Peninsula School fall of 2014, with majority being below grade level.</p> <p>2.1 100% of PS teachers are highly qualified per NCLB. There are no teacher misassignments.</p> <p>3.1 Staff (certificated and classified) will attend professional development or utilize release time to locate and develop curriculum and strategies in areas of need as identified by student performance on assessments. Professional development to support implementation of Common Core for all students including students in special education, with access to standards-aligned instructional materials and implementation of CCSS will continue.</p> <p>4.1 The attendance rate is 95.04%</p> <p>4.2 The Chronic absenteeism rate is 0.9%.</p> <p>5.1 Student suspension rate is less than 1%.</p> <p>5.2 Student expulsion rate is 0%.</p> <p>6.1 A decrease in classroom interruptions by visitors will increase achievement.</p>
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Goal Applies to:	<p>Schools: Peninsula School</p> <p>Applicable Pupil Subgroups: ALL</p>
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LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Metric	Outcome
	1.1 We will use performance on standardized tests	1.1 Baseline CAASPP scores available July 2015.
	1.2 Score on academic performance index (API)	1.2 N/A due to state change in policy.
	1.3 Classroom assessments	1.3 50% of students receiving intervention services will reach grade level

	<p>2.1 CALPADS Report will reflect that 100% of teachers are highly qualified.</p> <p>3.1 Professional Development sign in, District records/invoices.</p> <p>4.1 School Wise Attendance System</p> <p>4.2 School Wise Attendance System</p> <p>4.3 Middle School Dropout Rate</p> <p>5.1 Monitor student suspension rates. Administrator Attendance Log</p> <p>5.2 Monitor student expulsion rates. Administrator Attendance Log</p> <p>6.1 Office Visitor Log and Teacher Records</p> <p>7.1 The annual board resolution for sufficiency of instructional materials and SARC</p> <p>8.1 Teacher planners and class room observations</p> <p>9.1 Student work, honors and awards will displayed in office</p>	<p>QRI score benchmark and grade level math on CC Go Math assessment.</p> <p>2.1 Maintain 100%</p> <p>3.1 75% of staff will attend at least one professional development opportunity or have at least one release day for curriculum development related to areas of need as identified by student performance on assessment. 75% of staff will attend at least one professional development opportunity related to CCS this year. Begin adoption process for ELA instructional materials aligned with Common Core after state adoption process occurs.</p> <p>4.1 District attendance rate will increase by 0.5%</p> <p>4.2 Chronic absenteeism rate will decrease by 1%</p> <p>4.3 Maintain 0% dropout rate</p> <p>5.1 Maintain at 1%</p> <p>5.2 Maintain at 0%</p> <p>6.1 100% of visitors to classrooms will be with pre-arranged notice to teachers.</p> <p>7.1 100% of students will have access to standards aligned materials.</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art, PE and science</p> <p>9.1 Students will participate in a variety of grade appropriate performances and competitions, including the annual winter performance</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Students are taught by HQ Teachers</p> <p>2. Monitor student progress by local assessments and on-line subscriptions.</p> <p>3. Adopt new language arts Common Core instructional materials in 15-16, if available by state.</p> <p>4. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program</p> <p>5. Adopt policy to require all visitors to classrooms make prearranged plans with classroom teachers.</p> <p>6. Provide materials and supplies for student learning.</p> <p>7. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention</p> <p>8. Social and Emotional Support- Administrator will help families locate local resources to support social and emotional student needs.</p> <p>9. Administrative Review Administrator will review student progress each trimester.</p> <p>10. Crisis Services</p>	<p>Both; we are a single-school district</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. TEACHER SALARIES \$146,164 2FTE RS 0000, 1100, 1400, 3010, 4035,5820 OB 1100, 3xxx</p> <p>2.Subscriptions to standardized on-line assessments \$500 RS 0000 OB 4312</p> <p>3. Instructional materials ELA \$3000 RS 0212 OB 4110</p> <p>4. Teacher Stipends \$3000 RS 6010 OB 1150</p> <p>5. \$0</p> <p>6. \$16,421 Object 4000s</p> <p>7. 1.0 FTE Certificated Teacher \$54,639 RS 0000, 4035,5820 OB 1100, 3xxx</p> <p>8. Administrator - \$2,124 RS 0000 OB 1303, 3xxx</p> <p>9. Administrator-\$2,123 RS 0000 OB 1301, 3xxx</p> <p>10. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800</p>
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<p>11. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards and/or areas of need as identified by student performance on assessments.</p> <p>12. Maintain level of communication with Parents including trimester Attendance letters to parents. The Secretary will help families locate local resources to support social and emotional needs.</p> <p>13. Provide one-on-one academic support in class</p> <p>14. Increase Reading and Math Intervention Services</p> <p>15. Provide students with higher quality on-line instruction. Provide staff access to computer tech during school hours. Replace office computer which is used for attendance tracking, parent communication and teacher support.</p> <p>16. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.</p>			<p>11. Professional Development/Release Time \$1,170 RS 0001 OB 5210</p> <p>12. Secretary \$14,956 RS 0000 OB 2403, 3xxx</p> <p>13. Instructional Aide \$5,877 RS 0000, 0001 OB 2100, 3xxx</p> <p>14. Volunteers \$0</p> <p>15. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer \$670 RS 0001 OB 4400 Computer Support HCOE \$3245 RS 0000 OB 5845</p> <p>16. Transportation Contribution \$4,500 RS 210</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<u>Metric</u>	<u>Outcome</u>
	1.1 We will use performance on standardized tests	1.1 CAASPP scores will increase by 2% overall.
	1.2 Score on academic performance index (API)	1.2 Will address per policies/procedures as adopted in future by State Board of Education.
	1.3 Classroom assessments	1.3 60% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.
	2.1 CALPADS	2.1 Maintain 100%
	3.1 Professional Development sign in, District records/invoices	3.1 100% of staff will attend at least one PD opportunity
	4.1 School Wise Attendance System	4.1 District attendance rate will increase by 0.5%
	4.2 School Wise Attendance System	4.2 Chronic absenteeism rate will decrease by 1%
	4.3 Middle School Dropout Rate	4.3 Maintain 0% dropout rate

	<p>5.1 Monitor student suspension rates. Administrator Attendance Log</p> <p>5.2 Monitor student expulsion rates. Administrator Attendance Log</p> <p>6.1 Professional Development Roll Sheet, District Invoices, Board Minutes, Teacher Lesson Plan books</p> <p>7.1 The annual board resolution for sufficiency of instructional materials and SARC</p> <p>8.1 Teacher planners and classroom observations</p> <p>9.1 Student work, honors and awards will be displayed in the office</p>	<p>5.1 Maintain at less than 1%</p> <p>5.2 Maintain at less than 1%</p> <p>6.1 100% of staff will attend at least one professional development opportunity related to CCS this year. Complete ELA adoption for all grades.</p> <p>7.1 100% of students will have access to standards aligned materials</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art and science</p> <p>9.1 Students will participate in a variety of grade appropriate performances and competitions, including annual winter performance</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Students are taught by HQ Teachers</p> <p>2. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards</p> <p>3. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program</p> <p>4. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p> <p>5. Social and Emotional Group Services- Administrator will help</p>	<p>Both; we are a single-school district</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. TEACHER SALARIES \$146,164 2FTE RS 0000, 1100, 1400, 3010, 4035, 5820 OB 1100, 3xxx</p> <p>2. Professional Development/Subs \$670 RS 0001, OB 1140</p> <p>3. Teacher Stipends \$3000 RS 6010 OB 1150</p> <p>4. 1.0FTE Certificated Teacher \$62,328 RS 0000, 4035, 5820 OB 1100, 3xxx</p> <p>5. Administrator- \$2,124 RS 0000 OB 1303, 3xxx</p>

<p>families locate local resources to support social and emotional student needs.</p> <p>6. Administrative Review- Administrator will review student progress each trimester.</p> <p>7. Crisis Services</p> <p>8. Increase and improve teacher instructional strategies and skills.</p> <p>9. Maintain level of communication with Parents including trimester Attendance letters to parents. Secretary will help families locate local resources to support social and emotional student needs.</p> <p>10. Provide one-on-one academic support in class</p> <p>11. Increase Reading and Math Intervention Services</p> <p>12. Provide students with higher quality on-line instruction.</p> <p>13. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.</p>			<p>6. Administrator -\$2,123 RS 0000 OB 1301, 3xxx</p> <p>7. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800</p> <p>8. Professional Development \$1,170 RS 0001 OB 5210</p> <p>9. Secretary \$16,173 RS 0000 OB 2403, 3xxx</p> <p>10. Instruction Aide \$5,877 RS 0000, 0001 OB 2100, 3xxx</p> <p>11. Volunteers \$0</p> <p>12. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3472 RS 0000 OB 5845</p> <p>13. Transportation Contribution \$4,500 RS 210</p>
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>1.1 We will use performance on standardized tests</p> <p>1.2 Score on academic performance index (API)</p> <p>1.3 Classroom assessments</p> <p>2.1 CALPADS</p> <p>3.1 Professional Development sign in, District records/invoices</p> <p>4.1 School Wise Attendance System</p> <p>4.2 School Wise Attendance System</p> <p>4.3 Middle School Dropout Rate</p> <p>5.1 Monitor student suspension rates. Administrator Attendance Log</p> <p>5.2 Monitor student expulsion rates. Administrator Attendance Log</p> <p>6.1 Professional Development Roll Sheet, District Invoices, Board Minutes, Teacher Lesson Plan books</p>	<p>1.1 CAASPP scores will increase by 2% overall.</p> <p>1.2 Will address per policies/procedures as adopted in future by State Board of Education.</p> <p>1.3 60% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.</p> <p>2.1 Maintain 100%</p> <p>3.1 100% of staff will attend at least one PD opportunity</p> <p>4.1 District attendance rate will increase by 0.5%</p> <p>4.2 Chronic absenteeism rate will decrease by 1%</p> <p>4.3 Maintain 0% Dropout Rate</p> <p>5.1 Maintain at less than 1%</p> <p>5.2 Maintain at less than 1%</p> <p>6.1 100% of staff will attend at least one professional development opportunity related to CCS this year. Complete ELA adoption for all grades.</p>

	<p>7.1 The annual board resolution for sufficiency of instructional materials and SARC</p> <p>8.1 Teacher planners and classroom observations</p> <p>9.1 Student work, honors and awards will be displayed in office</p>	<p>7.1 100% of students will have access to standards aligned materials.</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art and science</p> <p>9.1 Students will participate in a variety of grade appropriate performances and competitions, including the annual winter performance</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Students are taught by HQ Teachers</p> <p>2. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards</p> <p>3. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program</p> <p>4. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p> <p>5. Social and Emotional Group Services- Administrator will help families locate local resources to support social and emotional student needs.</p>	<p>Both; we are a single-school district</p>	<p><u> X </u> ALL ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) _____</p>	<p>1. TEACHER SALARIES \$146,164 2FTE RS 0000, 1100, 1400, 3010, 4035, 5820 OB 1100, 3xxx</p> <p>2. Professional Development/Subs \$670 RS 0001 OB 1140</p> <p>3. Teacher Stipends \$3000 RS 6010 OB 1150</p> <p>4. 1.0FTE Certificated Teacher \$64,465 RS 0000, 4035, 5820 OB 1100, 3xxx</p> <p>5. Administrator \$2,124 RS 0000 OB 1303, 3xxx</p> <p>6. Administrator \$2,123</p>

<p>6. Administrative Review – Administrator will review student progress each trimester.</p> <p>7. Crisis Services</p> <p>8. Increase and improve teacher instructional strategies and skills.</p> <p>9. Maintain level of communication with Parents including trimester Attendance letters to parents. Secretary will help families locate local resources to support social and emotional student needs.</p> <p>10. Provide one-on-one academic support in class</p> <p>11. Increase Reading and Math Intervention Services</p> <p>12. Provide students with higher quality on-line instruction.</p> <p>13. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.</p>			<p>RS 0000 OB 1301, 3xxx</p> <p>7. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800</p> <p>8. Professional Development \$1,170 RS 0001 OB 5210</p> <p>9. Secretary \$16,609 RS 0000 OB 2403, 3xxx</p> <p>10. Instruction Aide-\$6,081 RS 0000, 0001 OB 2100, 3xxx</p> <p>11. Volunteers \$0</p> <p>12. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3,715 RS 0000 OB 5845</p> <p>13. Transportation Contribution \$4,500 RS 210</p>
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GOAL:	<p><u>Goal #2</u> Peninsula School is a safe and healthy environment for learning.</p>	<p>Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5__ 6_X 7__ 8_ COE only: 9__ 10__ Local: Specify _____</p>
Identified Need:	<p>2.1 Based on community input and survey data, 94 % score Peninsula School as safe and that students are connected to the school.</p> <p>2.2 There are issues with a small percentage of students being disrespectful to staff and teachers.</p> <p>2.3 Aging Facilities</p>	
Goal Applies to:	<p>Schools: Peninsula School Applicable Pupil Subgroups: All</p>	
LCAP Year 1: 2015-16		
Expected Annual Measurable	<p>2.1 Parent survey, staff input.</p> <p style="text-align: center;"><u>Metric</u></p>	<p>2.1 Family Perceptions of School Safety will be maintained at 94%</p> <p style="text-align: center;"><u>Outcome</u></p>

<p>Outcomes:</p>	<p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p>	<p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 Facilities will be in good or better repair as measured with FIT, with priority given to recess/playground safety. More areas of student safety have been addressed. Prop. 39 projects undertaken.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Review program currently in use (CHAMPS), and other resources related to student behavior specifically respect for adults.</p> <p>2. Investigate Positive Behavioral Interventions and Supports (PBIS) and Second Step for possible schoolwide adoption.</p> <p>3.Utilize local program Happy Inner Prizes for students exhibiting the most at-risk behaviors</p> <p>4. Research new recipes for whole wheat pasta products to increase student appeal.</p> <p>5. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</p>	<p>Both; we are a single-school district</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>1. Teacher Release Day Subs \$300 RS 0000 OB 1140</p> <p>2. Teacher Stipend \$750 RS 0000 OB 1150</p> <p>3.Program Cost \$500 RS 1100 OB 5800</p> <p>4. Stipend \$300 Fund 13 OB 2250</p> <p>5. Maintenance Salary/Benefits \$ 40,000 Maintenance Salary \$2,000 RS 0000 OB 5631</p>
<p>1.Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p> <p>2.Social and Emotional Group Services</p> <p>3.Administrative Review</p>	<p>School-wide</p>	<p>__ ALL ----- OR: <u> X </u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>1. 1.0 FTE Certificated Teacher \$54,639 RS 0000, 4035, 5820 OB 1100, 3xxx</p> <p>2. Administrator will help families locate local resources to support social and emotional student needs. \$2,124 RS 0000 OB 1303, 3xxx</p>

<p>4. Crisis Services</p> <p>5. Increase and improve teacher instructional strategies and skills.</p> <p>6. Maintain level of communication with Parents including trimester Attendance letters to parents.</p> <p>7. Provide one-on-one academic support in class</p> <p>8. Maintain Reading and Math Intervention Services</p> <p>9. Provide students with higher quality on-line instruction.</p> <p>N/A no identified English learners N/A no identified foster youth Redesignated -N/A no identified English learners</p>			<p>3. Administrator will review student progress each trimester. \$2,123 RS 0000 OB 1301, 3xxx</p> <p>4. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800</p> <p>5. Professional Development \$1,170 RS 0001 OB 5210</p> <p>6. Secretary \$14,956 RS 0000 OB 2403, 3xxx</p> <p>7. Instructional Aide \$5,877 RS 0000, 0001 OB 2100, 3xxx</p> <p>8. Volunteers \$0</p> <p>9. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3245 RS 0000 OB 5845</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p>	<p>2.1 Family Perceptions of School Safety will be maintained at 95%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 FIT report shows rating of good. Maintenance and improvement projects are progressing, with data pertaining to recess/playground safety driving priorities. Prop. 39 projects completed.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Implement resources related to improving student behavior with regard to respect for adults.</p> <p>2. Implement Positive Behavioral Interventions and Supports (PBIS) or Second Step if adopted.</p> <p>3. Utilize local program Happy Inner Prizes for students exhibiting the most at-risk behaviors</p> <p>4. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</p> <p>See Goal # 1 Actions 4 - 12 (2016-17)</p>	<p>Both; we are a single-school district</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>1. Possible resource expenses \$500 RS 0000 OB 4310</p> <p>2. Possible Program Cost \$750 RS 0000 OB 4210</p> <p>3. Program Cost \$500 RS 1100 OB 4391</p> <p>4. Maintenance Salary/Benefits \$ 40,000 Maintenance Salary \$2,000 RS 0000 OB 5631</p> <p>See Goal # 1 Actions 4 - 12</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	<p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p>	<p>2.1 Family Perceptions of School Safety will be maintained at 95%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 FIT report shows rating of good. Maintenance and improvement projects are progressing, with data pertaining to recess/playground safety driving priorities.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.Implement resources related to improving student behavior with regard to respect for adults.</p> <p>2. Continue implementation of Positive Behavioral Interventions and Supports (PBIS) or Second Step if adopted.</p> <p>3.Utilize local program Happy Inner Prizes for students exhibiting the most at-risk behaviors</p> <p>4. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</p> <p>See Goal # 1 Actions 4 - 12 (2017-18)</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>1.Possible resource expenses \$500 RS 0000 OB 4310</p> <p>2.Possible Program Cost \$750 RS 0000 OB 4210</p> <p>3.Program Cost \$500 RS 1100 OB 5800</p> <p>4. Maintenance Salary/Benefits \$ 40,000 Maintenance Salary \$2,000 RS 0000 OB 5631</p> <p>See Goal # 1 Actions 4 - 12</p>

GOAL:	<u>Goal #3</u> Parents and students will be engaged in the school and supportive of their children's education.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Staff data and community input indicates not all parents are supportive of assisting students with homework and signing student reading logs and/or other required communication with staff.		
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> Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey. IEP	<p style="text-align: center;">Outcome</p> Parent participation, including parents of students with disabilities will increase by 1% as measured by school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% as measured by classroom teacher records. Establish student baseline on student satisfaction. Programs and services as identified in IEP will be provided to all students with disabilities	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. A parent involvement plan to increase parent participation will be implemented. This will include a parent communication from the administrator mailed home at the beginning of the year and on-going monthly communication stressing the value of parent involvement and encouraging volunteering in classrooms. There will be a monthly student reward program to recognize students who return homework and their classroom planners with parent signatures. Parents will be surveyed to get their input on participation with the school and their child's homework. 2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.	Both; we are a single-school district	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	1. \$0 2.Community Expert Fees or Staff Stipend \$500 LCFF RS 0000 OB 1140

<p>3. Encourage home reading and increase literacy by utilizing school library check out system.</p> <p>4. Survey students.</p> <p>See Goal # 1 Actions 7 - 15 (2015-16)</p>			<p>3. \$0</p> <p>4. \$0</p> <p>See Goal # 1 Actions 7-15</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p>	<p><u>Outcome</u></p>
	<p>Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey.</p>	<p>Data from prior year will be reviewed and adjustments made in communications so that parent participation, including parents of students with disabilities will increase by 1% as measured by school visit records, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% from prior year as measured by classroom teacher records. Examine baseline data. Identify areas of greatest need and increase student satisfaction in top two identified areas.</p>

IEP		Programs and services as identified in IEP will be provided to all students with disabilities.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Data collection re: parent involvement Use data to adjust parent involvement/communication plan as needed.</p> <p>2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.</p> <p>3. Encourage home reading and increase literacy by utilizing school library check out system.</p> <p>See Goal # 1 Actions 4 - 12 (2016-17)</p>	<p>Both; we are a single-school district</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>1. \$0</p> <p>2. Community Expert Fees or Staff Stipend \$500 RS 0000 OB 1140</p> <p>3. \$0</p> <p>See Goal # 1 Actions 4 - 12</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p align="center"><u>Metric</u></p> <p>Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers,survey and classroom teacher records. Student survey.</p>		<p align="center"><u>Outcome</u></p> <p>Data from prior year will be reviewed and adjustments made in communications so that parent participation, including parents of students with disabilities, increases by 1% as measured by school visit records, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% from prior year as measured by classroom teacher records. Increase student satisfaction in identified areas from prior year student survey.</p> <p>Programs and services as identified in IEP will be provided to all students with disabilities.</p>
	<p>IEP</p>		
<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>1. Data collection re: parent involvement Use data to adjust parent involvement/communication plan as needed.</p> <p>2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.</p> <p>3. Encourage home reading and increase literacy by utilizing</p>	<p>Both; we are a single-school district</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. \$0</p> <p>2. Community Expert Fees or Staff Stipend \$500 RS 0000 OB 1140</p> <p>3. \$0</p>

<p>school library check out system.</p> <p>See Goal # 1 Actions 4 - 12 (2017-18)</p>			<p>See Goal # 1 Actions 4 - 12</p>

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #1 Student Achievement. Peninsula students will achieve to a high level as measured by multiple indicators.</p>		<p>Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to: Schools: Peninsula School Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric We will use performance on standardized tests, score on academic performance index, and other indicators of student performance, such as DIBELS. Classroom assessments (formative) and grades will also be used to measure student achievement. 100% of PS teachers Are highly qualified per NCLB. There are no teacher misassignments. All students have access to and are enrolled in all required areas of study.</p>	<p>Outcome Baseline data will be collected from CAASPP scores. Identify other standardized metrics to use to validate student growth Continue to use DIBELS, Results and other standardized metrics to assess student achievement in reading; and to use as a diagnostic for extra services. Maintain 100% Monitor other indicators of student performance each trimester. Baseline performance level will be monitored and other indicators of student performance each trimester.</p>	<p>Actual Annual Measurable Outcomes: CAASPP is N/A until results are available in July, 2015. The staff member trained in DIBELS resigned and so QRI assessment was used. QRI assessments in March show: 60 % of students in grade 2 are at level. 91 % of students in 3 – 5 are at level. 75 % of students in 6 – 8 are at level. Classroom reading assessments as of March 1 show: 55 % of students in K – 2 are at level. 70 % of students in 3 – 5 are at level. 63 % of students in 6 – 8 are at level 100% are highly qualified. Classroom math assessments as of March 1 show: 64 % of students in K – 2 are at level. 30 % of students in 3 – 5 are at level. 63 % of students in 6 – 8 are at level. 100% of students have access to and are enrolled in all required areas of study.</p>

	<p>Staff (certificated and classified) will attend professional development in areas of need as identified by student performance on assessments.</p> <p>School attendance rates and chronic absenteeism (or tardy more than 30 minutes) rates will be monitored. The rate is currently 94% attendance.</p> <p>Better attendance = Increased achievement.</p> <p>Monitor student suspension, expulsion rates.</p> <p>Common Core implementation began in 2013-14, teachers have had limited PD and</p>	<p>Baseline performance level will be determined (% of students at baseline at the end of the year). Students not meeting benchmarks will be identified for appropriate intervention.</p> <p>75% of staff will attend at least one professional development opportunity</p> <p>Continue to encourage good school attendance via providing parents information in the school newsletter, handbook and conferences. Encourage use of independent study option for prolonged absences. Utilize new county SARB process. District attendance rate will increase by 0.5%</p> <p>Maintain at less than 1%</p> <p>75% of staff will attend at least one professional development opportunity related to CCS this year.</p>		<p>100% of Certificated staff attended at least one professional development opportunity. 75% of classified staff have attended at least one professional development opportunity.</p> <p>At P1 the attendance rate is 95.04% which is an increase from the prior year of 1%.</p> <p>At February, chronic absenteeism rate is 0.9 % which is a decrease from the prior year of 50%.</p> <p>Current suspension and expulsion rates are less than 1%.</p> <p>100% of certificated staff attended a CCS training.</p>
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	resources to implement. All students, including students in special education, will have access to standards-aligned instructional materials and implementation of CCSS will continue.	Begin to adopt instructional materials aligned with Common Core. Adopt new math instructional materials in 14-15		Common Core aligned math instructional materials were adopted in March.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students are taught by HQ Teachers	TEACHER SALARIES \$119,031 2FTE	All teachers working in 2014-15 are highly qualified	\$115,216
Monitor student progress by purchasing/adopting other standardized metrics besides CAASPP	Other standardized metric \$1000 – LCFF	The Humboldt County Office of Education is investigating other metrics. At March, there are no options in our price range. Licensing fees are too expensive for such a small school. Despite research we could not find any other metrics.	\$ 0
Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards Computer Support	Professional Development \$2000 – Common Core Imp funds	Staff has the desire to participate. However, there are limited local offerings. There is a county-wide substitute teacher shortage. All teachers will attend at least one full day of training by March. Each teacher will have 3 release days before the end of the school year to research strategies and curriculum and develop CCS curriculum.	\$1,446
Begin to adopt instructional materials aligned with Common Core. Adopt new math instructional materials in 14-15	Instructional materials \$2000 – Common Core Imp. Funding, Resource	A school in-service day was held on January 20, 2015. Houghton Mifflin Harcourt “Go Math” samples were reviewed and selected. Ordering will be complete in March. Materials exceeded \$2,000 in budget.	\$3391

Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program		0212, and LCFF Teacher Stipends \$2000 RS 6010	One teacher is assisting weekly with homework in conjunction with the After School Program. No volunteers have been available. Increase in budgeted expenditure due to statutory benefit increases.	\$2,450
Scope of service:	Both; we are a single-school district	Scope of service:		
<u>X</u> _ALL			<u>X</u> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.	1. 1.0 FTE Certificated Teacher \$52,426 LCFF	We have an additional classroom teacher allowing for the grade levels to be split into K – 2, 3 – 5, and 6 – 8.	\$52,426	
2. Social and Emotional Group Services	2. Administrator will facilitate friendships and social skills groups in small group setting. \$1,926 LCFF	We had 20 new students this year. In order to successfully integrate these students and families into the school a different plan to provide services was needed. The Administrator is working with individual students and families to meet social and emotional needs instead of utilizing friendship and social skills groups. The Administrator is working to locate local resources for students and families. The service has the same goal but delivery system changed.	\$1,926	
3. Administrative Review	3. Administrator will review student progress each trimester. \$1,925 LCFF	The Administrator is reviewing student progress each trimester and providing resources to teachers.	\$1,925	
4. Crisis Services	4. Crisis Counseling	At mid year, crisis counseling has not been needed.	\$0	

	services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015		
5. Increase and improve teacher instructional strategies and skills.	5. Professional Development \$1,170 LCFF	Limited professional training is available locally. Staff is searching on-line for websites and resources to improve instructional strategies. The Digital Library is being accessed and other on-line resources which are free.	\$100
6. Increase Communication with Parents	6. Secretary \$12,984 LCFF	The Secretary is increasing communication by returning phone calls on the day they are received and relaying messages to the Staff in a timely manner.	\$12,984
7. Provide one-on-one academic support in class	7. Instructional Aide \$2,192 LCFF	The instructional aide is providing one-on-one tutoring.	\$2,282
8. Increase Reading and Math Intervention Services	8. Volunteers \$17,538	At mid year, 3 volunteers are working with students on a weekly basis.	Value estimate (Not in budget)
9. Provide students with higher quality on-line instruction.	9. Computer Support \$2,383 \$4,800 LCFF Computer Software \$1,087 LCFF	A computer tech is working 8 hours a month to trouble shoot technology issues so that teachers and students have access to on-line instruction including use of Smart Boards. We have purchased Gynzy and Moby Max software. Original plan did not account for Tech support from HCOE.	Tech \$4,800 Software \$826 Support HCOE \$2,617
N/A no identified English learners N/A no identified foster youth For redesignated fluent English proficient pupils:		At mid year there were no identified English learners or foster youth.	\$0

N/A no identified English learners				
Scope of service:	School-wide		Scope of service:	
__ALL			__ALL	
OR: X 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>	<ul style="list-style-type: none"> • Common Core Implementation PD needs to be moved and listed under the PD section for clarity and ease of tracking PD. • Items in the Attendance outcome section were actually actions. Revise plan to correct it by moving to action section. • In section student access to all required areas of study, the metric was actually an outcome. Revise plan to correct it. Metric is classroom schedule and lesson plan. • 20 new students enrolled in the school this year. The majority of students were below grade level. This new influx of a large number of low achieving students is a factor when reviewing our current achievement levels. The student population at this district is consistently highly transient, with a high percentage of poverty/low socio-economic levels. Given these factors, we need several years to assess whether our actions and services as planned will have a significant impact on our goal. This need will be added to 2015-16 and subsequent years' plans. • Plan did not include technology support fees from HCOE. Add those into next year's plan.
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Original GOAL from prior year LCAP:	<p><u>Goal #2</u> Students and families will state that PS is a safe and healthy environment for learning.</p>	<p>Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5__ 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	Actual Annual Measurable Outcomes:
	<p>Data from EMHI survey, CHKS data, Parent survey, staff input. Student suspension/expulsion data.</p> <p>Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p>Wellness policies have not been updated recently. Students could benefit from increased physical activity and healthy food habits. Metrics: Data from annual P.E. testing, teacher lesson plan books, student survey of healthier foods served in cafeteria</p>	<p>Family Perceptions of School Safety will increase from 88 % to 90 %.</p> <p>Referrals to office for incidents of bullying will decrease by 3%</p> <p>We have a plan for facilities maintenance and improvement that addresses highest priorities for student safety and wellness. Prop. 39 projects undertaken.</p> <p>Wellness Policies are reviewed and updated.</p>	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review program currently in use (CHAMPS), and other resources related to prevention of bullying and conflict management, offered by HCOE consultant Lynn Garric.	Release time for staff to review programs \$500 – RS0218	At mid year, no review of other resources has taken place. The substitute shortage is the main factor and teachers meeting needs of 20 new students.	\$0

<p>Investigate Positive Behavioral Interventions and Supports (PBIS) and Second Step for possible schoolwide adoption.</p> <p>Review playground staffing and brainstorm solutions.</p> <p>Develop prioritized plan for facilities repair.</p> <p>Form committee to review and update school Wellness Policies. Take recommendations of Wellness Committee to the Board for adoption, begin implementation</p>	<p>Teacher Stipend \$750 LCFF</p> <p>Review No cost</p> <p>We have a plan for facilities improvement \$2,000 – LCFF</p> <p>Stipend to Cafeteria Manager to oversee implementation \$300 LCFF</p>	<p>At mid year, no review of other resources has taken place. The substitute shortage is the main factor and teachers meeting needs of 20 new students.</p> <p>A review has taken place and solutions are in place.</p> <p>We are replacing some downspouts and gutters.</p> <p>After review, we realized that our policy is up to date. Students dislike the whole wheat products being served. A stipend will be offered next year to research new recipes that will have greater student appeal.</p>	<p>\$0</p> <p>\$0</p> <p>\$ 2,765</p> <p>\$0</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p> <p>2. Social and Emotional Group Services</p>		<p>1. 1.0 FTE Certificated Teacher \$52,426 LCFF</p> <p>2. Administrator will facilitate</p>	

<p>3. Administrative Review</p> <p>4. Crisis Services</p> <p>5. Increase and improve teacher instructional strategies and skills.</p> <p>6. Increase Communication with Parents</p> <p>7. Provide one-on-one academic support in class</p>	<p>friendships and social skills groups in small group setting. \$1,926 LCFF</p> <p>3. Administrator will review student progress each trimester. \$1,925 LCFF</p> <p>4. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015</p> <p>5. Professional Development \$1,170 LCFF</p> <p>6. Secretary \$12,984 LCFF</p> <p>7. Instructional Aide \$2,192 LCFF</p>		
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<p>8. Increase Reading and Math Intervention Services</p> <p>9. Provide students with higher quality on-line instruction.</p> <p>N/A no identified English learners N/A no identified foster youth</p> <p>For redesignated fluent English proficient pupils: N/A no identified English learners</p>	<p>8. Volunteers \$17,538</p> <p>9. Computer Support \$4,800 LCFF Computer Software \$1,087 LCFF</p>		
<p>Scope of service: School-wide</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____</p>		<p>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>	<ul style="list-style-type: none"> • Administrator not able to provide Social and Emotional groups. Administrator will locate local resources instead. • There is difficulty in getting substitutes and local professional development training is limited. • There has not been ample time to investigate PBIS or other type of program this year. • Eliminate surveys that compromise student confidentiality 		

Original GOAL from prior year LCAP:	<p><u>Goal #3</u> Relationships between students, parents and PS will be strengthened as evidenced by higher attendance rates and higher parent participation rates.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 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: All
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Expected Annual Measurable Outcomes:	<p>Metric Parent participation and input data – i.e. attendance at any type of school function and volunteer numbers. Volume, frequency and mode of communications and efforts to seek parent input between school and home.</p>	<p>Outcome Parent participation data will be collected to set baseline participation rate. Communication modes will be reviewed.</p>	Actual Annual Measurable Outcomes:	<p>Parent participation rate at Back to School Night 68%, at Parent Teacher Fall Conferences 96%, Parent Survey 83%, Spring Conferences 91%. A review of the different communication modes took place in the fall. Teachers are utilizing student planners as their primary mode of communicating with parents as this enables on-going and daily access. Only a few parents have requested text and email communication. Staff is utilizing the parents' preferences. 100% of parents who responded in the Parent Survey indicated the school meets or exceeds in the area of seeking parent input and encouraging parental participation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Data collection re: parent involvement Use baseline data to develop parent involvement/communication plan	Communication Review Depending on data, may need to	A review of the different communication modes took place in the fall. Teachers are utilizing student planners as their primary mode of communicating with parents as this enables on-going and daily access. Only a few parents have requested text and	\$0

<p>Increase Parent involvement message at Back to School Night and in Newsletters. Provide Parents Education opportunities 3 times during school year.</p> <p>Encourage home reading and increase literacy</p>	<p>try other modes of informing parents</p> <p>Community Expert Fees or Staff Stipend \$500 LCFF</p> <p>A book a month will be provided for students to take home, read with parents and used to start a home library. \$500 Lottery</p>	<p>email communication. Staff is utilizing the parents' preferences.</p> <p>The Administrator has offered individual Parent Education opportunities. At mid year, one parent has requested assistance.</p> <p>At mid year, each student has been given at least 8 books to take home and keep. Parents have been informed and suggestions for how to incorporate reading at home have been provided. Next year utilize school library check out system.</p>	<p>\$500</p> <p>\$255</p>
<p>Scope of service: Both; we are a single-school district</p> <p><input checked="" type="checkbox"/> ALL</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>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</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>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>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>1. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p>	<p>1. 1.0 FTE Certificated Teacher \$52,426 LCFF</p>	<p>See page 41-42 Under Goal # 1</p>	

<p>2.Social and Emotional Group Services</p>	<p>2. Administrator will facilitate friendships and social skills groups in small group setting. \$1,926 LCFF</p>		
<p>3.Administrative Review</p>	<p>3. Administrator will review student progress each trimester. \$1,925 LCFF</p>		
<p>4. Crisis Services</p>	<p>4. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015</p>		
<p>5. Increase and improve teacher instructional strategies and skills.</p>	<p>5. Professional Development \$1,170 LCFF</p>		
<p>6. Increase Communication with Parents</p>	<p>6. Secretary \$12,984 LCFF</p>		
<p>7. Provide one-on-one academic support in class</p>	<p>7. Instructional Aide \$2,192 LCFF</p>		

<p>8. Increase Reading and Math Intervention Services</p> <p>9. Provide students with higher quality on-line instruction.</p> <p>N/A no identified English learners N/A no identified foster youth Redesignated -N/A no identified English learners</p>	<p>8. Volunteers \$17,538</p> <p>9. Computer Support \$4,800 LCFF Computer Software \$1,087 LCFF</p>		
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>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>	<ul style="list-style-type: none"> • We needed an outcome for communication needs • We need to investigate other parent education ideas • Plan did not list actions we took to increase attendance such as letters to parents of students with good attendance and recognizing students. 		

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>92,338</u>
<p><u>For 2015-16</u></p> <p>The District will spend \$92,338 in 2015-16. 97% of the school population is low income and services are school-wide. For low income students, an additional highly qualified certificated teacher will lower the class size and grade level span of the other 2 classrooms, the secretary will provide increased communication to parents, trained volunteers will provide academic intervention services for students, staff will improve their instructional skills through staff development, an instructional aide will provide one-on-one student support in the classroom, staff will have IT computer support and a variety of software to provide students with higher quality on-line instruction, the administrator and staff will provide students and parents with emotional support services/resources and review their academic progress each trimester, and as needed counseling services for support will be purchased from another school district or Humboldt County Office of Education. To ensure that students can get to school on a regular basis, have regular attendance and a greater chance of academic achievement, the district will support the transportation program.</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.

For 2015-16 30.90%

Based on the proportionality calculator, the District is required to show increased or improved services valued at 30.90%. To increase student support, we will add a highly qualified certificated teacher who can reduce the class size and grade level span in the K – 8 single school district, the target group will receive more direct instruction and attention, and we will provide a higher quality of service to these students. The teacher to student ratio changes from 1:18 to 1:12. There are 320 instructional minutes a day and if a student is in a class with 18 students, the individual teacher instruction time per student would be 17.7 minutes. In a class with 12 students, the individual teacher instruction time per students would be 26.6 minutes, a percentage increase of 15%. In combination with other services such as the extra instructional aide, administration and secretarial support the quality of our services are 30.90 % better. We will utilize research based strategies that have been shown to be effective with children of poverty including developing high-quality and meaningful relationships, understanding and supporting health needs of students, building background knowledge, explicitly teaching organizational skills, a curriculum that includes the Arts, and holding high expectations for all students.

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).