

Introduction:

Fieldbrook School District is a small, rural one-school district with seven and one-half classrooms serving students from Transitional Kindergarten through eighth grades. We pride ourselves on offering solid academic programs in a family-type setting, and promoting each student's self-worth and ability to become a responsible, contributing citizen. Fieldbrook school serves only one student sub group; low income/at-risk students. We do not have any Foster Youth, English Language Learners, or any students who have been reclassified. Being a K-8th grade school, we do not track A-G or CTE completion rate, percent of students scoring 3 or above on AP tests, percent of students scoring Ready or EAP, drop-out or graduation rates for high school students, therefore, those metrics are not included. API for testing completed in 2016 will be calculated when results become available during the summer.

LEA: Fieldbrook Elementary

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LCAP Year: 2016-17

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
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Our parent and community outreach began in earnest in October during parent/teacher conferences, when parents were provided a summary review of the current '15-'16 year's three goals and supporting activities.

Parents were given the opportunity to ask questions and make suggestions at that time. Copies of the summary review were distributed in the community as well, and shared with the Fieldbrook Educational Foundation at their fall meetings. On February 29, 2016, the school hosted a school/community dinner sponsored by the Blue Lake Family Resource Center, at which time the current year's goals were reviewed and comments and suggestions solicited. Approximately 90 people (including children) attended this year's dinner, which was an increase of about 70% over last year's attendance. Staff were provided opportunities to evaluate the goals and activities and make suggestions at meetings held on January 25, February 22, March 21, and March 28, 2016. During February and March all first through eighth grade students were surveyed, and parent surveys were sent home. The parent survey return was small this year, with only 26 parents returning the surveys as opposed to the 52 returned surveys we received last year. Two after-school meeting times were set up for parents to come and discuss the LCAP on Tuesday, March 22 and Thursday, April 7, 2016. A total of five parents attended and we discussed the goals and supporting activities in place for this year, and what they would like to see happen in the 2016-2017 school year. 100% of parents who attended the meeting were satisfied with the academic programs provided at Fieldbrook School, but did indicate a desire for an improved school lunch program.

1. Parents were made aware of the LCAP goals and activities and received a copy of them for the 2015-2016 school year at the October parent/teacher conferences.

2. The same written copy of the LCAP goals and activities were distributed to the community at the Fieldbrook Market and through the Fieldbrook Educational Foundation.

3. The Family/Community Dinner was attended by 70% more people in 2016 than attended in 2015. This dinner provided an opportunity for parents and community members to provide input on the 2016-2017 LCAP.

4. All parents were provided with the a survey to complete in March, 2016. 26 (18%) parents responded to the survey, which was 15% less than the survey response in 2015. 100% of the 1st through 8th graders completed the student survey.

5. Parent meetings held on March 22 and April 7, 2016 were not well attended, with only a total of 5 parents going through the current LCAP and making suggestions. They were very satisfied with the academic programs at Fieldbrook, but suggested that the enrichment class (part of the After-School Program) occur earlier than 4:15 p.m..

6. Four staff meetings were held to give staff the opportunity to provide input on the LCAP. Staff maintained that they agreed with the goals and activities, and would like to see them continue into the next year. There are no certificated or classified bargaining units.

<p>Annual Update:</p> <p>The following activities took place during the 2015-2016 school year in preparation for the revision of the LCAP:</p> <ol style="list-style-type: none"> 1. 100% of parents received a summary review of goals and activities in October, 2015. 2. Summary review distributed to community through Fieldbrook Market and the Fieldbrook Educational Foundation. 3. Family/Community dinner held on Monday, February 26, 2016. 4. Students and parents were surveyed during March and April. 5. Two afternoon meetings were held to provide parents with opportunities to provide LCSP input on March 22 and April 7, 2016. 6. Four staff meetings were held on January 25, February 22, March 21 and March 28, 2016. 	<p>Annual Update:</p> <ol style="list-style-type: none"> 1. The Family/Community Dinner held on February 26, 2016, was attended by 31 parents, 20 community members, and approximately 35 children. This is an increase of 70% over the 30 family and community members who attended in January, 2015. This event was sponsored by the Blue Lake Family Resource Center and Fieldbrook School. The LCAP goals and activities for 2015-2016 were shared and parents were provided the opportunity to contribute input for the following year. 100% of the parents who provided input indicated satisfaction with school programs, both academic and extra-curricular. 2. Parent surveys were distributed to every parent and all 1st through 8th graders. 18% of the parents responded, and 100% of the students responded. The three areas of the parent survey that showed concern were: 1) the counseling program - only 35% of the parents surveyed knew that a quality counseling program was provided [this was due in large part to the fact that the previous counselor resigned in October, 2015, and the new counselor started in January, 2016, 2) the After-School Enrichment class - only 23% of the parents surveyed had students participating in the enrichment class, and 3) harassment and bullying - 15% of the parents surveyed indicated they thought this was an issue at school. 3. Student surveys were completed by 100% of the 1st through 8th graders. 27% of the students surveyed indicated they had participated in the counseling program. Only 4% of the students indicated involvement in the enrichment class.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	<p>Goal #1: Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of highly qualified teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: Basic 1 and Implemenation of State Standards 2: 100% of certificated staff will attend professional development for the implementation of the state standards in mathematics and English and Language Arts as measured by sign-in sheets and Superintendent's records.</p>
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Identified Need:	Professional development for teachers in implementing math and English Language Arts Common Core State Standards. Maintain after-school Homework Club for 5 days per week, and continue enrichment activities as part of the After-School Program for students after school. Goals for increasing enrichment activities in the 2015-2016 school year were met as evidenced by sign-in sheets and the parent and student surveys. Due to the changes in the mandated state testing, an API was made available for the 2014-2015 school year, and Fieldbrook School met its API. Measuring student improvement based upon state mandated testing will not occur until the 2015-2016 results are released. At that time results will be measured to see if the 2% improvement rate in scores was attained. In 2017 the 3rd through 8th grade students will improve their test scores by another 2% as measured by the CAASPP testing in both math and English Language Arts.	
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students, including the low-income students, will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p> <p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p> <p><u>Outcome</u></p> <p>Student academic levels will improve by an additional 2% in '16-'17 over the academic levels achieved in '15-'16 as measured by the CAASPP. As the '14-'15 testing year was the baseline year, a comparison for improvement in '15-'16 cannot be completed until the '15-'16 results are reported in July, 2016. A revision will be completed at that time indicating whether or not the 2% improvement mark was achieved.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and Enrichment class. Students will be referred for Student Study Team evaluation based upon teacher recommendations.</p> <p>Maintain 100% HQT.</p> <p>100% of certificated staff will attend professional development for the implementation of the state standards in mathematic and English Language Arts as measured by sign-in sheets and Superintendent's records.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment in good repair.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p> <p>Maintain certificated staff of highly qualified teachers.</p> <p>Pilot English Language Arts materials.</p>	<p>Fieldbrook School – All grade levels</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,049 (0000/5210 - General Fund)</p> <p>\$18,635 (0000/4110 - General Fund - Textbooks)</p> <p>\$14,372 (6264/5210 - Educator Effectiveness)</p> <p>\$5,000 (0000/4310 - General Fund)</p> <p>\$510,084 (0000/1100 - General Fund, 1400/1100 - EPA) - salaries and benefits for Highly Qualified Teachers</p> <p>No cost involved in piloting ELA materials.</p>
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<p><i>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program.</i></p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/Enrichment activities.</p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p>Maintain counseling services for all students.</p> <p>Provide classroom aides to maintain academic support within classrooms.</p>	<p>Fieldbrook School – All grade levels, Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program</p> <p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program for enrichment</p> <p>\$14,752 (0000/1102 - General Fund, 0000/1120 - General Fund, and 1100/4310 - Lottery) to support music program</p> <p>\$3,200 (1100/1207 - Lottery) for counseling</p> <p>\$12,000 (0000/21105 - General Fund) for classroom aide time</p>
<p>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for</p>	<p>Fieldbrook School for low-income, at-risk</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent</p>	<p>\$11,887 (0001/1100 - Supplemental/C oncentration)</p>

<p>intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra curricular activities.</p> <p>Provide counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p> <p>Provide teachers and aides to support the intervention program, one-on-one and small group instruction.</p> <p>Purchase supplemental materials and supplies.</p> <p>Provide professional development training in integrating CCSS.</p>	<p>students in all grade levels.</p> <p>Grades: All</p>	<p>English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>for Homework Club and Enrichment</p> <p>\$18,113 (0001/1207 - Supplemental/Concentration) for counseling time</p> <p>\$26,702 (0001/2105 - Supplemental/Concentration) for classroom aides</p> <p>\$17,974 (0001/2130 & 3010/8984 Supplemental Concentration) for intervention program</p> <p>\$2,840 (0001/4310 - Supplemental/Concentration) for materials and supplies</p> <p>\$2,000- (0001/5210 - Supplemental/Concentration) for training</p>
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<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increase academic learning.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,735 (0001/7616 - Supplemental/Concentration) to support cafeteria funding for lunches</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p> <p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p> <p><u>Outcome</u></p> <p>Student academic levels will improve by an additional 2% in '17-'18 over the academic levels achieved in '16-'17 as measured by the CAASPP.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and Enrichment class.</p> <p>Maintain 100% HQT.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment in good repair.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increae academic learning.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$10,735 (Supplemental/ Concentration – 001-7616)</p>
		<p>_ All</p>	

<p>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra curricular activities.</p> <p>Provide counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p> <p>Provide teachers and aides to support the intervention program, one-on-one and small group instruction.</p> <p>Purchase supplemental materials and supplies.</p> <p>Provide professional development training in integrating CCSS.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels.</p> <p>Grades: All</p>	<p>----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,124 (0001/100 - Supplemental/C oncentration) for Homework Club and Enrichment</p> <p>\$18,475 (0001/1207 - Supplemental/C oncentration) for counseling time</p> <p>\$27,236 (0001/2105 - Supplemental/C oncentration) for classroom aides</p> <p>\$18,334 (0001/2130 & 3010/8984 Supplemental Concentration) for intervention program</p> <p>\$2,840 (0001/4310 - Supplemental/C oncentration) for materials and supplies</p> <p>\$2,000- (0001/5210 - Supplemental/C oncentration) for training</p>
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<p><i>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program.</i></p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/Enrichment activities.</p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p>Maintain counseling services for all students.</p> <p>Provide classroom aides to maintain academic support within classrooms.</p>	<p>Fieldbrook School – All grade levels, Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program</p> <p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program for enrichment</p> <p>\$14,937 (0000/1102 - General Fund, 0000/1120 - General Fund, and 1100/4310 - Lottery) to support music program</p> <p>\$2,961 (1100/1207 - Lottery) for counseling</p> <p>\$12,240 (0000/21105 - General Fund) for classroom aide time</p>

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p> <p>Maintain certificated staff of highly qualified teachers.</p>	<p>Fieldbrook School – All grade levels</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,049 (0000/5210 - General Fund)</p> <p>\$18,635 (0000/4110 - General Fund - Textbooks)</p> <p>\$5,000 (0000/4310 - General Fund)</p> <p>\$520,285 (0000 /1100 - General Fund, 1400/1100 - EPA) - salaries and benefits for Highly Qualified Teachers</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Student level data on academic achievement, and participation in extra-curricular and supplemental activities.</p> <p>As evidenced by teacher plans, class schedules and sign-in sheets all students, including the low-income students, will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.</p> <p>Teacher misassignment rates as reported by district personnel director.</p> <p>Annual Sufficiency of Instructional Materials(IM) Board Resolution.</p> <p>Facilities in good repair as measured by Williams FIT.</p> <p><u>Outcome</u></p> <p>Student academic levels will improve by an additional 2% in '18-'19 over the academic levels achieved in '17-'18 as measured by the CAASPP.</p> <p>All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and Enrichment class.</p> <p>Maintain 100% HQT.</p> <p>100% of students have standards aligned IM in core academic subjects.</p> <p>Maintain a 100% safe and clean environment in good repair</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service

<p>Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increase academic learning.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$10,735 (0001/7616 - Supplemental/Concentration) to support cafeteria funding for lunches</p>
<p>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program for the district's low income pupils.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/extra curricular activities.</p> <p>Provide counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p> <p>Provide teachers and aides to support the intervention program, one-on-one and small group instruction.</p> <p>Purchase supplemental materials and supplies.</p> <p>Provide professional development training in integrating CCSS.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$12,363 (0001/1100 - Supplemental/Concentration) for Homework Club and Enrichment</p> <p>\$18,844 (0001/1207 - Supplemental/Concentration) for counseling time</p> <p>\$27,770 (0001/2105 - Supplemental/Concentration) for classroom aides</p> <p>\$18,701 (0001/2130 & 3010/8984 Supplemental Concentration)</p>

			for intervention program
			\$2,840 (0001/4310 - Supplemental/Concentration) for materials and supplies
			\$2,000- (0001/5210 - Supplemental/Concentration) for training

<p><i>Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program.</i></p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/Enrichment activities.</p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p>Maintain counseling services for all students.</p> <p>Provide classroom aides to maintain academic support within classrooms.</p>	<p>Fieldbrook School – All grade levels, Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program</p> <p>\$5,000 (0011/8980 - contribution from General Fund) into After-School Program for enrichment</p> <p>\$15,122 (0000/1102 - General Fund, 0000/1120 - General Fund, and 1100/4310 - Lottery) to support music program</p> <p>\$3,020 (1100/1207 - Lottery) for counseling</p> <p>\$12,480 (0000/2105 - General Fund) for classroom aide time</p>
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<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p> <p>Maintain certificated staff of highly qualified teachers.</p>	<p>Fieldbrook School – All grade levels</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,049 (0000/5210 - General Fund)</p> <p>\$18,635 (0000/4110 - General Fund - Textbooks)</p> <p>\$5,000 (0000/4310 - General Fund)</p> <p>\$530,692 (0000 /1100 - General Fund, 1400/1100 - EPA) - salaries and benefits for Highly Qualified Teachers</p>
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GOAL:	Goal #2: Increase regular and timely attendance on a daily basis.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 X 6 _7 X 8 Local: N/A
Identified Need:	<p>100% of the parents of absent/tardy students will be contacted 100% of the time when their student is absent in the 2016-2017 school year. The goal of 100% for 2015-2016 was met as recorded by the attendance binder kept by the school secretary.</p> <p>Improve overall student attendance by 1%, with P2 report in 2017 indicating that the attendance rate is up to 96.8%. Previous goal for 2015-2016 of a 96% attendance rate was not met. There was an .8% improvement from the '14-'15 P2 reported rate of 95% attendance to the '15-'16 P2 reported rate of 95.8% overall student attendance. Improvement of chronic absenteeism rate by 1% for '15-'16 was not met as based upon P2 report. Four students suffered from chronic absenteeism (3 due to unstable family circumstances and 1 due to serious medical condition that requires frequent trips to the Bay Area). Two of the chronically absent students received counseling and guidance, and their attendance improved by 85%.</p> <p>100% of parents and students will indicate that the school stresses the importance of good attendance when they are surveyed in the spring of 2017. 96% of the parents surveyed in the spring of 2016 indicated that the school stressed the importance of good attendance, and 97% of the students indicated that the school stressed the importance of good attendance.</p> <p>35% of the students will indicate on the spring 2017 survey that they have participated in the counseling program as compared to the 27% in 2016. Permission slips signed by parents for students to participate in the program will also increase to 35% by April, 2017, as compared to 31% in the spring of 2016 survey.</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.</p> <p>Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis</p> <p>Middle school drop-out rate tracked by attendance</p> <p>Suspension rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Expulsion rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Parent and student surveys.</p> <p><u>Outcome</u></p> <p>Student absentee rate will improve by 1% in '16-'17 over the P2 rate of 95.8% in the '15-'16 school year.</p> <p>90% of parents and students surveyed will indicate stgudents feel safe at school.</p> <p>Chronic absenteeism rate will be reduced by 1% in the '16-'17 school year, from 3% in '15-'16.</p> <p>Middle school drop-out rate will remain at 0%.</p> <p>Suspension rate is 2% (2% of students enrolled were suspended during the 2015-2016). Suspension rate will not increase beyond 2%.</p> <p>Expulsion rate will remain at 0%.</p> <p>100% of parents will be notified daily about their students' absence or tardy.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1,672 (0001/2406 - Supplemental Concentration)</p>
<p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1,672 (0001/2406 - Supplemental Concentration)</p>
<p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional funding needed.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.</p> <p>Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis.</p> <p>Middle school drop-out rate tracked by attendance</p> <p>Suspension rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Expulsion rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Parent and student surveys.</p> <p><u>Outcome</u></p> <p>Student absentee rate will improve by 1% in '17-'18 over the P2 rate of 96.8% in the '16-'17 school year.</p> <p>95% of parents and students surveyed will indicate students feel safe at school.</p> <p>Chronic absenteeism rate will be reduced by 1% in the '17-'18 school year.</p> <p>Middle school drop-out rate will remain at 0%.</p> <p>Suspension rate is 2% (2% of students enrolled were suspended during the baseline year 2014-2015). Suspension rate will not increase beyond 2%.</p> <p>Expulsion rate will remain at 0%.</p> <p>100% of parents will be notified daily about their students' absence or tardy.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to Increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1,705 (Supplemental & Concentration) (0000/2406)</p>
<p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1,705 (Supplemental & Concentration) to (0000/2406)</p>
<p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional funding needed.</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.</p> <p>Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis</p> <p>Middle school drop-out rate tracked by attendance</p> <p>Suspension rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Expulsion rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Parent and student surveys.</p> <p><u>Outcome</u></p> <p>Student absentee rate will improve by 0.2% in the '18-'19 year over the P2 rate of 97.8% in the '17-'18 school year.</p> <p>90% of parents and students surveyed will indicate students feel safe at school.</p> <p>Chronic absenteeism rate will not exceed 2%.</p> <p>Middle school drop-out rate will remain at 0%.</p> <p>Suspension rate is 2% (2% of students enrolled were suspended during the 2015-2016). Suspension rate will not increase beyond 2%.</p> <p>Expulsion rate will remain at 0%.</p> <p>100% of parents will be notified about their students' absences or tardies.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,739 (0001/2406 - Supplemental Concentration)</p>
<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to Increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,739 (Supplemental & Concentration) (0000/2406)</p>
<p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional funding needed.</p>

GOAL:	Goal #3: Implement program and activities to empower and challenge higher achieving students.	Related State and/or Local Priorities: _1 _2 _3 X4 X5 _6 _7 _8 Local:
Identified Need:	Student scores on state mandated CAASPP/SBAC testing will improve overall by 2% in 2016-2017 when compared to the test results from 2015-2016.. Increase participation in the after-school enrichment activities provided by a certificated teacher from 4% (6) of enrolled students in 2015-2016 to 20% (30) of enrolled students in 2016-2017 as monitored by the student and parent surveys and the Enrichment Program sign-in sheets.	
Goal Applies to:	Schools: All	Grades: All
	Applicable Pupil Subgroups:	Low Income Pupils, Other (High Achieving)
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Student-level data on academic achievement including CAASPP/SBAC testing and on-going grade-level assessments.</p> <p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p> <p>Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.</p> <p><u>Outcome</u></p> <p>Results of the '16-'17 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '15-'16 CAASPP.</p> <p>Sign-in sheets will indicate a 16% increase in participation by students in after-school enrichment activities from the 4% in 2015-2016 to 20% in 2016-2017.</p> <p>Student and parent surveys will indicate a 16% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2017.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.</p> <p>Increase parent involvement, including parent of students with disabilities, in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions by 5%, from 20% in '15-'16 to 25% in '16-'17, as evidenced by sign-in sheets. Increase parent participation in the 2017 spring survey by 32%, from 18% in the 2016 spring survey to 50% in the spring 2017 survey..</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Maintain availability of after-school and in-school homework support on a daily basis.</p> <p>Maintain availability of after-school enrichment activities.</p> <p>Maintain the one-hour per day of after-school teacher time for the addition of enrichment activities.</p>	<p>Fieldbrook School – All students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$11,887 (0001/1100 - Supplemental Concentration) - same as in goal #1</p>
<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$2,000 (0001/5210 - Supplemental/C concentration) for Professional Development - same as in goal #1</p> <p>\$2,840 (0001/4310 - Supplemental/C concentration) materials and supplies - same as in goal #1</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Student-level data on academic achievement.</p> <p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p> <p>Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.</p> <p><u>Outcome</u></p> <p>Results of the '17-'18 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '16-'17 CAASPP.</p> <p>Sign-in sheets will indicate a 10% increase, from 20% in '16-'17 to 30% in '17-'18, in participation by students in after-school enrichment activities.</p> <p>Student and parent surveys will indicate a 5% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2018.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.</p> <p>Increase parent involvement, including parents of students with disabilities, in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions by 10%, from 25% in '16-'17 to 35% in ;17-'18. Increase parent participation in the 2018 spring survey by 5%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Maintain availability of after-school and in-school homework support on a daily basis.</p> <p>Maintain availability of after-school enrichment activities.</p> <p>Maintain the one-hour per day of after-school teacher time for the addition of enrichment activities.</p>	<p>Fieldbrook School – All students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$12,124 (0001/1100 - Supplemental Concentration) - same as in goal #1</p>
<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$2,000 (0001/5210 - Supplemental/C concentration) for Professional Development - same as in goal #1</p> <p>\$2,840 (0001/4310 - Supplemental/C concentration) materials and supplies - same as in goal #1</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Outcome</u></p> <p>Results of the '18-'19 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '17-'18 CAASPP.</p> <p>Sign-in sheets will indicate a 10% increase in participation by students in after-school enrichment activities from the 30% in 2017-2018 to 40% in 2018-2019.</p> <p>Student and parent surveys will indicate a 10% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2019.</p> <p>The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.</p> <p>Increase parent involvement, including parent of tudent with disabilities, in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions by 10%, from 35% in '17-'18 to 45% in '18-'19, as evidenced by sign-in sheets. Increase parent participation in the 2019 spring survey to a total of 75% of parents.</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>Maintain availability of after-school and in-school homework support on a daily basis.</p> <p>Maintain availability of after-school enrichment activities.</p> <p>Maintain the one-hour per day of after-school teacher time for the addition of enrichment activities.</p>	<p>Fieldbrook School – All students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$12,363 (0001/1100 - Supplemental Concentration) - same as in goal #1</p>

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (High Achieving)</p>	<p>\$2,000 (0001/5210 - Supplemental/Concentration) for Professional Development - same as in goal #1</p> <p>\$2,840 (0001/4310 - Supplemental/Concentration) materials and supplies - same as in goal #1</p>
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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?

Original Goal from prior year LCAP:	Goal #1: Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of highly qualified teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric Student level data on academic achievement, and participation in extra-curricular and supplemental	Actual Annual Measurable Outcomes:	1. Spring 2015 SBAC testing in math and English Language Arts will be used as a baseline. A comparison for growth will take place in July, 2016,

activities.

As evidenced by teacher plans, class schedules and sign-in sheets all students will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.

Teacher misassignment rates as reported by district personnel director.

Annual Sufficiency of Instructional Materials(IM) Board Resolution.

Facilities in good repair as measured by Williams FIT.

Outcome

Student academic levels will improve by 2% in '15-'16 over the academic levels achieved in '14-'15 as measured by the CAASPP.

All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and the Enrichment class.

Maintain 100% HQT.

100% of students have standards aligned IM in core academic subjects.

Maintain a 100% safe and clean environment.

when the results are released from the spring 2016 testing. Our goal is to raise test scores by 2%.

2. All students, including students with disabilities, had access to a broad course of study which included language arts, math, social studies, science, health and physical education. This is documented by the use of state adopted text materials in every subject area, teacher lesson plans, class schedules and principal evaluations and classroom visits. All certificated staff participated in professional development for integrating the CCSS, and for the implementation of the new math curricula; EngageNewYork! for Kdg.- 2nd grades, Singapore Math for 3rd - 5th grades, and CPM for 6th - 8th grades as evidenced by teacher sign-in/participation sheets and principal observation and participation. We met our continued goals at 100%.

3. Students referred by teachers to the Student Study Team (SST) were assessed, and a meeting was held with parents to determine the best educational plan for each student. Some students were served within the regular classroom with specific modifications and extra help, while other students were served by direct intervention provided by teachers in the afternoons. 15 students were referred, with 7 students being served in the classroom and 8 students receiving direct intervention services.

4. A homework club was established five days per week right after school to help our low income/at-risk students, but was also open to all students who needed the assistance. It was directed by a certificated teacher. According to our student survey and sign-in sheets, 38% of our total students(49) utilized this available assistance during the course of the year. Of those 38%, 20 were low income/at-risk students (38% of the low income/at-risk population). The new homework club was more structured for the 2015-2016 school year, and met everyday. We met our goal for implementing the new format.

		<p>5. The enrichment class was a new undertaking in 2015-2016. It met everyday, immediately following homework club. The facilitator was a credentialed teacher. We met our goal of implementing this new class, however, a smaller percentage of participation occurred than we had hoped due to the fact that the class always met after the homework club.</p> <p>6. 100% of our teachers are Highly Qualified. We met our goal.</p> <p>7. 100% of our students have standards aligned to CCSS. We met our goal as evidenced by adopted curricula materials, IM resolution, teacher lesson plans, and principal evaluations.</p> <p>8. Facilities are maintained in good repair, and the environment is safe and clean as measured by Williams FIT. Our goal was met.</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase new English Language Arts Curriculum materials.</p> <p>Purchase of supplemental materials and supplies</p>		<p>\$2,000 (000/5210)</p> <p>\$15,000 (0000/4110)</p> <p>\$6,000 (0000/4310)</p>	<p>Professional development was provided to assist teachers in integrating CCSS with currently adopted curricula, including the newly adopted math programs. Supplemental materials and supplies were purchased.</p> <p>English Language Arts materials were not purchased and a new company was contacted in order to pilot a program.</p>	<p>The following expenditures occurred for the 2015-2016 school year:</p> <ol style="list-style-type: none"> 1. No expenditures for professional development 2. Houghton Mifflin math curriculum, "Math In Focus" - \$13,300 3. Expended for materials and supplies - \$5,550
<p>Scope of service:</p>	<p>Fieldbrook School – All grade levels.</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>The actions described above were implemented to benefit all staff and students.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services (individual and group) by one-half day per week, and maintain academic support for intervention program.</p> <p>Provide 1-hour per day, 5 days per week for Homework Club.</p> <p>Provide 1-hour per day, 5 days per week for academic/Enrichment activities.</p> <p>Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.</p> <p>Provide for one-half day of additional counseling time.</p> <p>Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.</p>	<p>\$4,000 (3010/2105) maintain academic support for intervention programs</p> <p>\$374,553 (000/1100) (1400/1100) certificated salaries and benefits for the employment of highly qualified teachers for core curriculum implementation</p> <p>\$4,159 (0011/2900)</p> <p>\$4,159 (0011/2900)</p> <p>\$8,667 (0000/1102)</p> <p>\$4,000 (1100/1207)</p> <p>\$9,525 (0000/2105)</p>	<p>1. Homework club and enrichment class were implemented five days a week.</p> <p>2. Music program was supported so music teacher taught classroom music, strings, recorder, guitar and choir.</p> <p>3. With the previous school counselor resigning in October, 2015, and the new counselor beginning in January, 2016, the additional half-day of counseling was not added due to scheduling difficulties.</p> <p>4. Classroom aides were maintained to provide academic support for intervention program by allowing small group instruction.</p>	<p>1. Homework club and enrichment class - \$1,500</p> <p>2. Music teacher - \$12,821.</p> <p>3. Counseling services - \$2,692.</p> <p>4. Classroom aides - \$13,333.</p> <p>5. Certificated salaries were added to budgeted expenditures in error, but \$542,325 was spent on highly qualified teachers for core curriculum implementation.</p>
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Scope of service:	Fieldbrook School – All grade levels. Grades: All		Scope of service:	Same as in Actual Action or Service for all students. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			
Increase availability of support by increasing after-school Homework Club to 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, increase counseling services (individual and group) by one-half day per week, and maintain academic support for intervention program for the district's low income pupils. Provide 1-hour per day, 5 days per week for Homework Club. Provide 1-hour per day, 5 days per week for academic/extra curricular activities. Purchase supplemental materials and supplies. Provide professional development training in integrating CCSS. Provide for one-half day of additional counseling time. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.	\$5,131 (Supplemental/Concentration) (0001/1100) \$5,131 (Supplemental/Concentration) (0001/1100) \$19,554 (Supplemental/Concentration) (0001/1207) \$21,375 (Supplemental/Concentration) (0001/2105)	1. Homework club and enrichment class were both increased to 5 days per week to help facilitate services/opportunities for low income/at-risk students. Supplemental materials and supplies were purchased to support enrichment class and the intervention program. Classroom aide time was provided to maintain academic support for intervention program thus for allowing small group instruction. All of these services were completed as described. 2. Counseling services provided for students, although the additional one-half day of time that was budgeted to be added was not due to staffing changes. 3. Classroom aides provided small group instruction within the classrooms. Aide time was budgeted for one-on-one intervention in the afternoons. 4. Supplemental materials and supplies were provided. 5. Credentialed teacher time was budgeted for one-on-one intervention time.	1. Expended for homework club and enrichment class - \$8,908 from Supplemental/Concentration. 2. Expended for counseling services - \$13,448 from Supplemental/Concentration. 3. Expended for classroom aides and one-on-one aide - \$34,257 from Supplemental/Concentration. 4. Expended for materials and supplies - \$781 from		

		\$2,840 (Supplemental/Concentration) (0001/4310)			Supplemental/Concentration. 5. Expended for certificated teacher to provide intervention services - \$9,800 from Supplemental/Concentration.
		\$2,000 (Supplemental/Concentration) (0001/5210)			
Scope of service:	Fieldbrook School – All grade levels. Grades: All		Scope of service:	Same as actual action or service extended to low income/at-risk students. Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
	Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day.	\$4,085 (Supplemental/Concentration –0001-7616)		The cafeteria fund was supplemented to ensure that all low income/at-risk can access a nutritional school lunch every day.	Expended \$4,085 from Supplemental/Concentration.

Scope of service:	Fieldbrook School - all grade levels Grades: All		Scope of service:	Low income/at-risk students. Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	<p>1. Actual results from 2016 testing will be available in July. We will determine at that time if the 2% improvement in math and language arts occurred. We will continue to strive for a 2% improvement on a yearly basis as evidenced by test results.</p> <p>2. All students, including students with disabilities, will continue to have access to a broad course of study which include language arts, math, social studies, , science, health and physical education as evidenced by adopted curricula, teacher lesson plans, and principal evaluations and visitations. Certificated staff will participate in professional development for the continued implemetation of the CCSS, and for the new language arts adoptions. \$18,635 (0000/4110 - General Fund - textbooks) and \$14,372 (6264/5210 - Educator Effectiveness) and \$12,884 (6300/4110 - Lottery - Instructional Materials) funding will be utilized to implement these changes.</p> <p>3. The after-school homework club will be maintained five days per week in 2016-2017. \$5,943 budgeted from Supplemental/Concentration.</p> <p>4. The enrichment class will be maintained five days per week in 2016-2017. On Mondays and Tuesdays the enrichment class be held immediately following homework club. On Wednesdays and Thursdays the enrichment class will be held first, followed by the homework club. On Fridays the certificated teacher will have the flexibility to determine the order of the classes based upon student need. This will allow for increased participation in the enrichment class as it will not always occur after the homework club. Parents and students indicated in the comment sections of the surveys that the enrichment class was too late in the day. \$5,943 budgeted from Supplemental/Sconcentration.</p> <p>5. The district will continue to employ only Highly Qualified Teachers. \$510,084 budgeted to maintain HQ teachers.</p> <p>6. 100% of our students with learn from, and with, standards aligned to CCSS. \$15,000 budgeted from General Fund for purchase of new English Language Arts Curriculum.</p> <p>7. Facilities will be maintained in good repair, and the enviroment will remain safe and clean as measure by FIT.</p>
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Original Goal from prior year LCAP:	Goal #2: Increase regular and timely attendance on a daily basis.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils	

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis.</p> <p>Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis.</p> <p>Middle school drop-out rate tracked by attendance</p> <p>Suspension rate tracked by DataQuest, CALPADS, and SEIS.</p> <p>Expulsion rate tracked by DataQuest, CALPADS, and SEIS.</p> <p><u>Outcome</u></p> <p>Absences and tardies will be reduced by 2% in the '15-'16 school year.</p> <p>Chronic absenteeism rate will be reduced by 1% in the '15-'16 school year.</p> <p>Middle school drop-out rate will remain at 0%.</p> <p>Suspension rate is 2% (2% of students enrolled were suspended during the baseline year 2014-2015). Suspension rate will not increase beyond 2%.</p> <p>Expulsion rate will remain at 0%.</p>	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Goal was set for 96% attendance rate for all students as measured by the P2 Attendance Report. The P2 report indicated that the actual attendance rate was 95.8%. The goal was not met in its entirety. 2. Four students were identified as being chronically absent, which was same as prior year. Therefore the goal was not met. 3. 27% of students participated in the school counseling program, which included sessions to help with attendance issues. 4. Middle school drop out rate remained the same at 0%. 5. Expulsion rate remained the same at 0%. 6. The suspension rate of 2% remained the same.
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.</p> <p>Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.</p> <p>No Additional Cost Involved.</p> <p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p> <p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p>		<p>\$1,081 (Supplemental & Concentration) to (0000/2406)</p>	<p>Information on the importance of school attendance was delivered to parents and students through a variety of mediums.</p> <p>Counseling was provided to support students with attendance issues.</p>		<p>Expended \$3,153 for secretarial time.</p>
Scope of service:	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>		Scope of service:	<p>Low income/at-risk students in grades Kindergarten through 8th grade.</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p>		<p>No additional funding needed.</p>	<p>Attendance was monitored on a daily basis for absences and tardies. Records were kept. Letters and telephone calls were made when absences and tardies reached truancy levels.</p> <p>Counseling was provided to students with attendance issues.</p>	<p>No additional cost.</p>
<p>Scope of service:</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Low income/at-risk students from Kindergarten through 8th grade.</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.</p>		<p>No additional funding needed.</p>	<p>Attendance was monitored, and chronically absent students were identified, and established procedures were followed. Meeting were held with the parents of chronically absent students, and SARB referrals were made.</p> <p>Counseling was provided to chronically absent students.</p>		<p>1. Expended \$3,153 for secretarial services.</p> <p>2. Expended \$13,448 for school counselor.</p>
<p>Scope of service:</p>	<p>Fieldbrook School – All students, including the low-income/at-risk subgroup</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Low income/at-risk student in Kindergarten through 8th grade.</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>What changes in actions, services, and expenditures</p>		<p>1. Parents will continue to be contacted daily by telephone by the school secretary to ascertain reason for absence or tardy as recorded on PowerSchool attendance reporting system and secretarial log.</p> <p>2. Every two weeks reports will be run on PowerSchool attendance program to monitor absence and tardy issues. Letters will be sent accordingly. Students identified as chronically absent will be referred to the Principal, who will meet with parents and subsequent steps with SARB referrals will be taken when attendance does not improve.</p> <p>Both #1 and #2 will have \$3,344 budgeted for secretarial time from Supplemental/Concentration.</p> <p>3. One-half day of additional school counseling time will be added to ensure that school attendance issues are addressed. \$5,219 budget from Supplemental/Concentration.</p>			

Original Goal from prior year LCAP:	Goal #3: Implement program and activities to empower and challenge higher achieving students.		Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 X7 X8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils, Other (High Achieving)	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Student-level data on academic achievement.</p> <p>Student sign-in records for after-school enrichment activities.</p> <p>Student and parent survey responses.</p> <p>Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.</p> <p>Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.</p> <p>Outcome</p> <p>Results of the '15-'16 CAASPP will indicate a 2% improvement in test scores as compared to the results of the '14-'15 CAASPP.</p> <p>Sign-in sheets will indicate a 5% increase in participation by students in after-school enrichment activities.</p> <p>Student and parent surveys will indicate a 5% increase in participation by students in after-school enrichment activities from the 25% recorded in the surveys of February, 2015, to 30% when surveys are</p>		<p>Actual Annual Measurable Outcomes:</p> <p>1. 2% improvement on SBAC/CAASPP test scores spring of '16 when compared to spring of '15. Meeting of the goal will not be ascertained until test results of spring '16 are completed in July, 2016.</p> <p>2. Sign-in sheets indicated a 4% attendance rate in the enrichment class. This was the first year, so an increase could not be determined.</p> <p>3. The percentage of students receiving recognition for regional events, school-wide special projects and academic achievement increased from 6% in 2014-1015 to 9% in 2015-2016, surpassing the goal of a 2% increase.</p> <p>4. Parent involvement in activities such as parent/teacher conferences, family fun night, special events (such as the School/Community Dinner), and LCAP activities increased overall by 4%, not meeting the goal of a 5% increase overall.</p> <p>5. Participation in the parent survey decreased by 15% from 33% in 2015 to 18% in 2016..</p>

	administered in the spring of 2016.			
	The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2% (the baseline established in the 2014-2015 school year was 6%).			
	Increase parent involvement in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions(2015-2016 will be baseline year). Increase parent participation in the 2016 spring survey by 5% (the baseline established in spring 2015 was 50%).			
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase availability of after-school enrichment activities. Support the addition of one-hour per day of after-school teacher time for the addition of enrichment activities.		\$4,159 (as reflected in Goal #1) (0011/2900)	Restructuring of enrichment class time to allow for an increase in student participation. Increased efforts to communicate with parents to increase their participation in special events and the spring parent survey.	Expended \$4,454 for certificated teacher for enrichment class.
Scope of service:	Fieldbrook School – All students, including the low-income/at-risk subgroup Grades: All		Scope of service: Low income/at-risk students in grades 4th through 8th. Grades: 4th, 5th, 6th, 7th, 8th	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (High Achieving)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students. <i>Provide professional development training in integrating CCSS.</i> Purchase of supplemental materials and supplies.		\$3,049 (0000/5210) \$6,000 (000 0/4310)	Professional development was provided to ensure that all teachers integrated Common Core State Standards into the curriculum emphasizing strategies to further engage higher achieving students. Professional development funds were not fully expended as appropriate and timely opportunities were not available. Supplemental materials and supplies were purchased. Supplemental materials funding was not fully expended as our supplemental/concentration students benefitted from whole classroom materials.	Expended \$75 for professional development for integrated CCSS from Supplemental/Concentration. Expended \$781 for materials and supplies.
Scope of service:	Fieldbrook School for low-income, at-risk students in all grade levels Grades: All		Scope of service:	Low income/at-risk students in grades 4th through 8th. Grades: 4th, 5th, 6th, 7th, 8th
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (High Achieving)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

<p>Increase availability of after-school and in-school homework support.</p> <p>Support the increase of one-hour per day five days per week for a Homework Club after school.</p> <p>Purchase of supplemental materials and supplies.</p>		<p>\$5,131 (Supplemental/Concentration) – as reflected in goal #1 (0001/1100)</p> <p>\$2,840 (Supplemental/Concentration) (0001/1100)</p>	<p>Continue to provide enrichment class and homework club five days per week, but alternating homework club and enrichment class as follows: Homework club right after school on Mondays and Tuesday with enrichment class following, enrichment class right after school on Wednesdays and Thursdays with homework club following, and Fridays open to either class being first according to student need and teacher decision. The homework club and enrichment class are open to all students, however, the low income/at-risk students in grades 4th through 8th, who are also higher achieving, will be encouraged to participate.</p>		<p>Expended \$8,601 from Supplemental/Concentration.</p>
<p>Scope of service:</p>	<p>Fieldbrook School for low-income, at-risk students in all grade levels</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Low income/at-risk, higher achieving students in 4th through 8 grades.</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (High Achieving)</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

What changes in actions, services, and expenditures	<p>The enrichment class will be alternated after school with the homework club on a daily basis so that the enrichment class will occur immediately after school twice a week, thus allowing for an increase in attendance. Homework club will occur right after school on Mondays and Tuesdays, enrichment class on Wednesdays and Thursdays, and Fridays will be determined by student need. \$5,943 will be budgeted from Supplemental/Concentration funding for the certificated teacher in the enrichment class.</p> <p>A concerted effort will be made to increase parent participation in activities such as parent/teacher conferences, special events, LCAP activities and the parent survey through written announcements, monthly newsletters, and 'Alert Telephone Messages'. These activities are included in the secretarial and administrative duties as already assigned, so no additional funding will be needed..</p>
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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:	74025
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There are no English Language Learners or foster youth currently attending Fieldbrook School. This LCAP does not address the high school graduation or drop-out rates, but as a K-8 school we have a 100% graduation rate and a 0% drop-out rate. Over the course of the past five (5) years, 99% of Fieldbrook School graduates have graduated from high school, and 0% have dropped out (according to data from the three area high schools). Of the total student population at Fieldbrook School during the '15-'16 school year, 35% are low income/at-risk students, as identified by free/reduced lunch eligibility criteria. This equates to 52 of the 148 total students.

To support the needs of all students as well as the low income/at-risk students, in goal #1 and its activities the district will expend approximately \$5,944 in order to provide a formal homework club as part of the after-school program, and make this homework club accessible to all low income/at-risk students, as well as to add at least one additional academic/extra-curricular activity to the after-school program such as, but not limited to, a science club, a literature group, a cooking class, a chess club, a Lego robotics class, a variety of art classes. \$18,113 will be utilized to maintain counseling services in the 2016-17 school year to meet the social and emotional needs of the low income/at-risk population. \$44,676 will be budgeted to maintain the intervention program that provides academic support in reading language arts and/or math to low income/at-risk students who have been, and will be, referred to the Student Study Team and designated as needing the additional academic support. The district is committed to continuing to demonstrate academic growth, particularly within the low income/at-risk population.

For goal #2 activities the district will allocate approximately \$3,344 to improve the information disseminated to all students, including low income/at-risk students and their parents concerning the importance of regular and timely school attendance and to increase the frequency of computer analysis of tardies and absences to a twice monthly basis. This information is critical for all student households, including low-income, at-risk student households. It is of the utmost importance to approve ALL students' attendance, and the low-income, at-risk students will be afforded the same opportunities to improve attendance. This monetary amount will support the time spent by office personnel to complete this task. \$5,219 (as previously stated in goal #1 – not included a second time in the total) will be utilized to increase counseling services for low income/at-risk students with attendance issues.

Fieldbrook School will improve services to low income/at-risk students who are academically high achieving by allocating \$5,943 (as previously stated in goal #1 – not included a second time in the total) to support additional after-school academic/enrichment programs such as, but not limited to, a science club, a literature group, a cooking class, a chess club, a Lego robotics class, and a variety of art classes in accordance with goal #3 activities. Approximately \$2,000 will be utilized to provide professional development training and curriculum materials to ensure that all teachers will implement the Common Core State Standards, emphasizing activities to further engage high achieving low income/at-risk students. An additional \$2,840 will be utilized to purchase supplementary materials (i.e. intervention) in Goal #1. In order to ensure that our low-income/at-risk students receive a nutritional hot lunch every day, we will supplement our cafeteria funding by \$10,735, also in Goal #1.

\$93,595 represents the increase in funds for the 2016-2017 LCAP year. These funds will be utilized to implement the three goals and accompanying activities outlined in section 3B to better meet the needs of the low income/at-risk student population.

Fieldbrook School has below 40% low income students (that is our only unduplicated group). The district determined that the most effective use of the supplemental and concentration grants would be to provide intervention services to these students. Based on the work of Richard L. Allington ("What Really Matters for Struggling Readers") we believe the use of LCFF supplemental and concentration grant fund dollars enhancing our intervention program will best meet the needs of our unduplicated student group. The use of the Student Study Team approach enables us to determine student need and proper placement into our intervention program.

- 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.

6.95	%
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For the 2016-2017 school year the district will spend approximately \$93,595 (\$74,025 from the supplemental/concentration funding, plus an additional \$19,570 from the general fund) on providing services for low income/at-risk students. This equates to the proportionality target of 6.95%. That dollar amount increase above and beyond what will be provided for every student at Fieldbrook School will be spent to continue the after-school homework club, add additional academic/extra-curricular activities, add a half-day of counseling time, and contribute money from the general fund to the cafeteria in order to provide nutritional lunches for low-income/at-risk students. We will continue our current level of intervention services utilizing three instructional assistants who will provide in-class, small group support instruction in the primary grades. Fieldbrook School will continue to improve its system of monitoring absences and tardies by adding an additional half-day per week of secretarial time to send home additional notices as to the importance of timely and regular attendance, and to send home truancy notices and make SARB referrals according to guidelines set forth by California Education Code.

A portion of the professional development provided for teachers and classified staff will be focused on strategies that will continue to provide additional support for low income/at-risk students to ensure they are provided every opportunity for success academically. Fieldbrook School utilizes the Student Study Team approach to determine student need and placement into the intervention program. The use of supplemental and concentration funds allows classroom aides and teachers to provide additional academic support to our low income/at-risk student population.

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).