

Introduction:

Jacoby Creek School District is a single -school TK-8 school district in rural Humboldt County. The following metrics are not applicable:

- High school dropout and graduation rate
- High school A-G and CTE completion rates
- Percent of students scoring 3 or above on AP Exam and EAP Exam.
- API not available

LEA: Jacoby Creek Elementary

Contact: Timothy Parisi, Superintendent, superintendent@jcsk8.org, (707)616-8968

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

Involvement Process (2016-2017 LCAP)

Beginning at the start of the school year stakeholders received information regarding LCAP through Board Meetings, staff meetings, School Site Council meetings and the monthly school newsletter. The district offered 18 meetings in which LCAP was discussed and/or input was taken from stakeholders. Seven staff meetings (12/2/15, 1/6/16, 3/2/16, 1/7/16, 2/3/16, 3/9/16, 4/7/16), four Board meetings (1/7/16, 2/3/16, 3/2/9/16, 4/7/16), five School Site Council meetings (11/10/15, 1/12/16, 2/9/16, 3/12/16), a parent stakeholder meeting focused on unduplicated students (3/10/16), and a student stakeholder meeting (3/23/16). The presidents of both the classified and certificated bargaining units attended all staff meeting and were asked to give feedback in their official capacity. In addition, staff and community members were surveyed to gather their input.

At the meetings of stakeholder groups outcomes of the 2014-2015 LCAP were shared as they became available. Input was taken for changes to be made, other data to collect, and for new directions to consider. Findings of the surveys and district data, including CAASPP scores, physical fitness test scores, CELDT scores, attendance rates, suspension and expulsion rates, and the district budget were reviewed. Ongoing goals were reviewed and feedback and changes were solicited from stakeholder groups.

Stakeholders also have access to the following information: William's Quarterly Reports, School Accountability Report Cards, information on programs for target populations at school, professional development participation, and information on the course of study offered at Jacoby Creek School including basic and enrichment offerings.

STAFF MEETINGS:

12/2/15- Provided staff with LCAP summary. Discussed preliminary ideas about changing goals. Certificated and classified members attended. 26 attendees.

1/6/16- Reviewed LCAP summary and principal solicited feedback from staff in LCAP planning. Certificated and classified members attended. 24 attendees.

3/2/16- HCOE attendee to discuss Goal #2 Certificated and classified members attended.

Impact on LCAP:

Stakeholder meetings and surveys of staff and parents garnered feedback and suggested changes to the current LCAP. The district analyzed the comments and synthesized the feedback to develop the changes listed below.

Both the academic achievement and health and safety goals continue to resonate with the stakeholders but the goal of maintaining our current level of parent involvement seems less important at this time. After meeting with the stakeholders and reviewing progress on the LCAP adjustments reflecting this input were added to the draft LCAP. Questions were answered by the Superintendent or the Principal.

The stakeholder involvement helped inform the direction of the district for the next three years in the following ways: We had excellence response rates on our parent surveys. Conditions of Learning Survey 131 responded. Curriculum and Instruction Survey 151 responded. School Climate Survey 178 responded. 125 students attended a stakeholder meeting. Results of the surveys and the student meeting were analyzed by the administration and the LCAP Advisory Committee in order to prioritize for needs of the school population.

The data we received from stakeholders illuminated the need to continue to focus our fiscal and human resources on improving our school's facilities, improving academic achievement, and maintaining a safe, healthy, and inclusive environment. The need for parent volunteerism was not reflected by any stakeholders input.

- Review of SBAC scores illuminated the need for changes in fourth grade math instruction and more focus on low socio-economic students.
- Educator Effective Funds will be used to provide Common Core Standards and Next Generation Science Standards professional development and release time for articulation of areas identified as needing growth.
- District PBIS team worked on PBIS implementation. A 0.2 FTE Check-in/Check-out aide was hired in April 2016.
- Administration will focus on parent education regarding chronic absenteeism via monthly school newsletter.
- Implement California Healthy Kids Survey in fifth grade, seventh grade, and for staff annually.
- Create a facilities needs improvement plan.

BOARD MEETINGS:

1/7/16- Board members, members of the public and staff attended. Solicited feedback for updating LCAP. 16 attendees.

2/3/16- Board members, members of the public and staff attended. Solicited feedback for updating LCAP. 13 attendees.

3/9/16- Board members, members of the public and staff attended. Solicited feedback for updating LCAP. 18 attendees.

4/7/16-Board members, members of the public and staff attended. Solicited feedback for updating LCAP. 18 attendees

SITE COUNCIL—LCAP ADVISORY COMMITTEE:

11/10/15- Developed part one of stakeholder survey. 7 attendees.

1/12/16- Reviewed data from part one of stakeholder survey. Developed part two of stakeholder survey. 8 attendees.

2/9/16- Reviewed data from part two of stakeholder survey. Developed part three of stakeholder survey. 9 attendees.

3/12/16- Reviewed data from part three of stakeholder survey. Discussed recommendations to School Board.

UNDUPLICATED STUDENT STAKEHOLDER MEETING

3/10/16--Discussed ways to meet unduplicated student needs. Most of the conversation was centered around nutrition. 8 attendees

STUDENT STAKEHOLDER MEETING:

3/23/16--Principal met with students in grade level focus groups to discuss what they think is going well at school and what changes they would like to see implemented. Much of our conversation was centered around the need for improving facilities. 95 attendees

- Focus LCFF funding and human resources on student achievement and creating a safe and healthy environment for learning rather than on parent involvement.

Annual Update:

See narrative above. Many meetings were update meetings and meetings to solicit input for future LCAP.

Annual Update:

As a result of their review of progress made on last year's LCAP and on this year's LCAP to date, stakeholders had the following recommendations about LCAP services for the 2016-2017 school

STAFF MEETINGS:

8/26/15- Met with certificated and classified staff at preservice meeting. Reviewed SBAC score to determine baseline and had a half day PBIS inservice to teach staff about summer workshop learning. 54 attendees.

10/30/15- Met with certificated and classified staff and updated on progress on attendance data, progress toward full fidelity implementation of PBIS, and reviewed/reflected upon use of Common Core Math Curriculum. 29 attendees.

11/4/15- Met with certificated and classified staff and updated on progress on meeting academic goals, attendance and PBIS. 26 attendees.

12/2/15- Met with certificated and classified staff and updated on progress. Shared LCAP summary. 26 attendees.

2/3/16- Met with certificated, classified staff and an HCOE representative attended meeting to discuss meeting SBAC goals. 26 attendees.

BOARD MEETINGS:

1/7/16- Board members, members of the public and staff attended. We shared the summary of the LCAP. We reported out on progress toward meeting goals. Reports included attendance report, PBIS report, CA Healthy Kids report. 16 attendees.

2/3/16- Board members, members of the public and staff attended. We shared the summary of the LCAP. We reported out on progress toward meeting goals. 13 attendees.

3/9/16- Board members, members of the public and staff attended. We shared the summary of the LCAP. We reported out on progress toward meeting goals. We reported out on actual fundraising revenue from Jacoby Creek Childrens' Educational Foundation. 20 attendees.

4/7/16- Board members, members of the public and staff attended. We shared the summary of the LCAP. We reported out on progress toward meeting goals.

SITE COUNCIL—LCAP ADVISORY COMMITTEE:

10/6/15- Provided LCAP Advisory Committee with digital and hard

year.

- In order to meet the social and emotional needs of our students, PBIS strategies should be implemented with full fidelity at JCS. District PBIS team will work toward full fidelity in 2016-2017 school year. Jacoby Creek School Handbook will be updated to reflect new positive behavior intervention philosophies. JCS staff members will continue to meet monthly as a PBIS team in order to work toward implementation. HCOE PBIS Professional Learning Communities and inservice with Haley Jones and Peter Stoll will support this effort.
- Yard duty staff need to be annually inserviced on PBIS in working with students and will be provided time to communicate with teachers about student behavior in order to implement necessary changes and teaching to improve student interaction on the playground.
- Attendance will be closely monitored. Report ADA and attendance percentages in comparison with prior year at each board meeting. There were concerns that attendance percentages would be negatively impacted due to our charter status and not being able to offer independent study contracts for less than five days.
- In order to attempt to make improvements on aging facilities, JCS will seek a facilities bond in the November 2016 election.
- Monitored EL progress.
- ELD/ELA Common Core Curriculum Adoption

copies of LCAP. Discussed layout and vocabulary. 7 attendees.

1/12/16- Provided LCAP Advisory Committee with LCAP summary and discussed progress toward meeting goals. 8 attendees.

3/12/16- Update on progress. Shared attendance reports and reviewed Comprehensive School Safety Plan.

PARENT MEETING WITH A SPECIAL INVITATION TO
UNDUPLICATED STUDENTS' PARENTS:

3/10/16-Provided parents with LCAP summary and explained progress on all three goals. 8 attendees.

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:	Increase Student Achievement	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	<p>In the spring of 2015 72% of students met or exceeded ELA standards on CAASPP Assessments and 65% of students met or exceeded Mathematics standards. Achievement levels were substantially higher than the average county and state scores.</p> <p>Academic achievement is one of the founding principles of the school. Responses from parent survey data indicated that of the 150 respondents 91.34% of parents feel that their child's academic needs are being met at school and 87% indicated that they feel that the teachers set high, but appropriately achievable academic goals for their child.</p> <p>There continues to be an achievement gap for students that are low socio-economic status. Spring of 2015 CAASPP results indicate that of the 43 low SES students tested 22 students or 49% did not meet the standard in ELA. Of the 242 non low SES, 48 or 19% of students did not meet the standard in ELA. In Mathematics of the 43 low SES students tested 18 or 41% did not meet the standard. Of the 242 non low SES students, 70 students or 29% did not meet the standard.</p> <p>Next Generation Science Standards need to be implemented. Textbooks projected to be available in 2018.</p> <p>New CCSS aligned ELA instructional material will be adopted.</p> <p>All students, including students in special education, English Learners, and children who are fostered or low SES have access and are enrolled in all required areas of study (CCSS) per Ed. Code 51210 and 51220. Supports and programs (ELD) are in place to assure they are able to gain academic content knowledge and English language proficiency.</p> <p>Jacoby Creek School District have very few English Learners (EL's) (currently 4) so we don't have valid longitudinal data due to small sample size. We will continue to track their progress closely.</p>	
Goal Applies to:	Schools:	Jacoby Creek School
	Grades:	All

Applicable Pupil Subgroups:	All
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LCAP Year 1

Expected Annual Measurable Outcomes:	<p>Metric</p> <p>1:1 Performance on CAASPP assessments</p> <p>1:2 Academic performance indicator (API) score. Not yet available.</p> <p>1:3 Classroom Assessment</p> <p>1:4 Other student outcomes</p> <p>Student achievement in performance tasks and number of students participating in project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessments, RESULTS testing, SRI testing, Moby Max assessment tools, and CELDT testing.</p> <p>2.1 CALPADS data</p> <p>3.1 Stakeholder Survey Data</p> <p>4.1 Standards-aligned instructional resources and materials inventories, purchase records, annual board resolution of sufficiency of materials.</p> <p>5.1 Professional development agendas, release day data, and roll-sheets</p> <p>5.2 BTSA paperwork</p> <p>6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.</p> <p>7. CELDT scores</p> <p>7.1 Reclassification rate</p> <p>8. Attendance data: the attendance rate in 2015-2016 was 96%, due to big increase in illness that year. Unexcused absence rate 2015-2016 was 8% of total absences. Prior year was 8%.</p> <p>9. Class schedules for Art, Music, PE, Advanced Math, Math Counts.</p> <p>10. Computer inventory and internet speed assessment.</p>
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Outcome--Bold indicates action that corresponds with each outcome.

- 1.1 Percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2%. **1a**
- 1.2 50% of fourth grade students will score in the met or exceeded standard achievement level in Mathematics on CAASPP. **1a**
- 1.3 Percentage of low socio-economic students meeting or exceeding standard on CAASPP test will increase by 5% in both math and ELA. **1a**
- 1.4 API scores are not available. **1a**
- 1.5 75% of students will be at grade level in ELA and Math per local assessment interim data **1a**
- 1.6 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions such as History Day, Science Fair, Bees, and athletics) will stay current rate (as they are presently at high levels) as measured by participation numbers. **1a**
- 1.7 Physical Fitness Test results will improve. 70% of students will meet 6/6 standards.
- 1.8 Other indicators of student performance will maintain current level (as they are presently at good levels) or increase as measured by classroom grades and district assessment data. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist. Counseling, EDL, and reading specialist support will be provided for students in need of academic support as determined by Student Study Conferences with teachers and administrators. **1a**
- 2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under former NCLB standards, with no teacher misassignments. **1b**
- 2.2 Students in kindergarten, first grade, any second-third grade classroom with more than 24 students, and any fourth-eighth grade classroom with more than 26 students will have the support of a classroom instructional aide. **1l**
- 3.1 Parent response to the question "My child's academic needs are being met at school." Parent response will reflect a 3% increase in the ALWAYS or MOST OF THE TIME response from the 90% in the 2015-2016 school year. **1d**
- 4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption. **1c**
- 5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team. **1e**
- 5.2 New teachers, if any, will participate in an induction program. **1h**
6. Next Generation Science Standards (NGSS) implementation begins. **1c**

	<p>7. English Learners demonstrating growth toward reclassification each year. 66% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 70% will show progress next in the 2016-2017 school year. 1g 1m</p> <p>7.1 One EL student reclassifies.</p> <p>8.1 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%. 1f</p> <p>8.2 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness. 1f</p> <p>9.1 All students, including students with disabilities, have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities. 1b</p> <p>9.2 Students will participate in a minimum of one off campus field trip. 1b</p> <p>10. Unduplicated students will have access to free after school daycare. 1j</p> <p>11. Students will have access to maintained and operational computers with sufficient bandwidth capability for multiple classrooms to use Google Apps simulations. 1n</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a</p> <p>CAASPP results are analyzed to determine areas for growth and growth targets.</p> <p>Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.</p> <p>Trends in fourth grade math and low socio-economic achievement gap are analysed in order to determine if a specific action is needed.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment</p> <p>\$1000–LCFF</p>
<p>1b</p> <p>Students will receive support through high quality</p>	<p>Both; we are a single-school district</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More</p>	<p>Certificated teacher salaries /benefits:</p>

instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, PE, and a variety of enrichment activities.

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

Grades: All

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

\$1,789,827- LCFF, Title I, Title II, JCEFF

Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...)

\$127,512 – LCFF and Title 1

Cost of materials and supplies for instructional purposes.
\$36,473 – LCFF RS0000, Obj 4310

Co-op Contract
\$932 Supp

Contracts/ services related to student achievement (technology, transportation, etc.) **\$118,715 –** LCFF RS0210, Obj 5100, 5800

RS 0228, Obj 5800

RS 0000, Obj

			5845 RS 0001, Obj 5811
<p>1c</p> <p>Instructional materials aligned with CCSS are adopted.</p> <p>A Next Generation Science Standards curriculum committee will be formed to guide the staff in attending inservice and examining grade level science standards shifts. NGSS curriculum is previewed for possible adoption.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Instructional materials – ELA</p> <p>\$25,221 – Res. 0212 and 6300</p>
<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>After school intervention program-</p> <p>\$14,257 LCFF-Supp</p>

<p>1e</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Teachers will be required to use release time to discuss strategies and interventions that will support low SES student achievement.</p> <p>Release time will be provided for staff articulation to improve fourth grade math scores.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Professional Development</p> <p>\$3,000 – LCFF</p>
<p>1f</p> <p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook, and conferences. Encouragement of use of independent study option for prolonged absences. Closely monitor students that have more than 14 excused medical absences and educate parents about Jacoby Creek School policy regarding excused medical absences that become chronic.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Electronic notification system for attendance notifications</p> <p>\$1,284- LCFF</p>
<p>1f</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>See action 1i</p>

<p>1h</p> <p>Teacher induction program (BTSA) for new-to-service teachers.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>BTSA Support - \$2,000</p>
<p>1i</p> <p>Maintain current level or increase student support services with counseling aide, reading specialist, ELD Coord., school counselor, intervention services.</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>Targeted to students</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Counselor time - \$12,667 LCFF/Supp</p> <p>ELD Coord/Service provider – \$2,031 – LCFF/Supp</p> <p>Sustain PIP time - \$39,410 RS 3010/Supp</p> <p>Maintain reading specialist - \$13,913 RS 0001/Supp</p> <p>After School Intervention: \$3,239 Supp</p>

<p>1j</p> <p>After school daycare will be provided as needed for families of unduplicated students</p>	<p>Targeted to students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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>Day care staff- \$6,433– LCFF/Supp</p>
<p>1k</p> <p>Fieldtrips will be provided</p>	<p>We are a single school district</p> <p>Grades: All</p>	<p><input checked="" 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 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>\$2,765 RS0000 obj 5801</p>
<p>1l</p> <p>Instructional aides for classroom support will be provided at select grade levels.</p>	<p>Targeted to students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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>Instructional aides - \$31,879- Supp</p> <p>Contribute funding to REAP - \$21,076 – LCFF-Supp</p>

<p>1m</p> <p>Support provided to teachers of ELs by EL Coord.</p>	<p>Targeted to 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 type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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>ELD Coord/Service provider \$2,030 as listed above. LCFF/supp</p>
<p>1n</p> <p>Bandwidth will be increased to support multiple classrooms using Google Apps at the same time.</p> <p>Computer to student ratio of 1computer for every 2 students in grades 3-8 and 1 computer for every 3 students in grades TK-2 will be maintained.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p><input checked="" 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 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>LCFF- \$5,000 Resource 0023 and 0228</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>1:5 Performance on statewide assessments</p> <p>1:6 Academic performance indicator (API) score.</p> <p>1:7 Classroom Assessment</p> <p>1:8 Other student outcomes</p> <p>Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment and CELDT testing.</p> <p>2.1 CALPADS data</p> <p>3.1 Financial records</p> <p>4.1 Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials.</p>
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5.1 Professional development agendas, release day data, and roll-sheets

5.2 BTSA paperwork

6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.

7. CELDT scores

7.1 EL reclassification rate

8. Attendance data: Monitor attendance rate and unexcused absence rate.

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

10. Computer inventory.

Outcome

1:5 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%

1:6 Maintain API score over 800.

1:7 80% of students will be at grade level in ELA and Math per local assessment interim data.

1:8 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (as they are presently at good levels) or increase. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist.

2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified with no teacher misassignments.

3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.

4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core will be implemented.

4.2 Technology is maintained and operational

5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team.

5.2 New teachers, if any, will participate in an induction program.

	<p>6. Next Generation Science Standards (NGSS) implementation continues.</p> <p>7. English Learners demonstrating growth toward reclassification each year. 80% of ELs show progress in the Overall performance indicator on the CELDT test.</p> <p>7.1 One student EL student reclassifies.</p> <p>8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences. If unexcused absence rate increases, student incentive program or other motivator is considered.</p> <p>8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.</p> <p>8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.</p> <p>9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.</p> <p>10. Students will have access to well maintained and operational computers.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<p>1a</p> <p>CAASPP results are analyzed to determine areas for growth and growth targets.</p> <p>Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.</p>	<p>All</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>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment</p> <p>\$1000–LCFF</p>	
<p>1b</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities,</p>	<p>All</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</p>	<p>Certificated teacher salaries /benefits:</p> <p>\$1,789,827-LCFF, Title I, Title II, JCEFF</p>	

will have access to a broad course of study that includes art, music, PE, and a variety of enrichment activities.

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

African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other

Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...)
\$127,512 – LCFF

Cost of materials and supplies for instructional purposes.
\$35,670 – LCFF
 RS0000, Obj 4310

Co-op Contract
\$932 Supp

Contracts/ services related to student achievement (technology, transportation, etc.) **\$120,990** – LCFF
 RS0210, Obj 5100, 5800

RS 0228, Obj 5800

RS 0000, Obj 5845

RS 0001, Obj 5811

<p>1c</p> <p>Instructional materials aligned with CCSS are adopted and implemented.</p> <p>NGSS curriculum is piloted in classrooms for adoption in 2017-2018.</p>	<p>All</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>Instructional materials – ELA</p> <p>\$25,221– Res. 0212 and 6300</p>
<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services are discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible</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>After school intervention program-</p> <p>\$14,257 LCFF-Supp</p>

	<p>interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p> <p>Grades: All</p>		
<p>1e</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>If low SES CAASPP scores do not improve teachers will be required to use release time to discuss strategies and interventions that will support low SES student achievement and attend inservice.</p> <p>Upon review of CAASPP scores from 2016 professional development and/or release time will be provided to improve student achievement in identified areas.</p>	<p>All</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>Professional Development</p> <p>\$3000 – LCFF</p>
<p>1f</p> <p>Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p>	<p>All</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>Electronic notification system for attendance notifications</p> <p>\$1390- LCFF</p>

<p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>	<p>All 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 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 checked="" 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>\$0</p>
<p>Teacher induction program (BTSA) for new-to-service teachers if applicable.</p>	<p>All Grades: All</p>	<p><input checked="" 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 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>1h BTSA Support (if needed \$2000)</p>

<p>1i</p> <p>Maintain student support services (counseling aide, reading specialist, ELD Coord., school counselor, intervention services) if budget allows.</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>Targeted to students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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 checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Counselor time- \$12,667 LCFF/Supp</p> <p>ELD Coord/Service provider – \$2,031 LCFF/Supp</p> <p>Sustain PIP time- \$39,410 RS 3010 Supp</p> <p>Maintain Reading Specialist- \$13,913 RS 001 Supp</p> <p>After school intervention- \$3239 Supp</p>
<p>1j</p> <p>After school daycare will be provided as needed for families of unduplicated students.</p>	<p>Targeted to students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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>Day Care staff- \$6,433 LCFF/Supp</p>

<p>1k</p> <p>Fieldtrips will be provided.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>\$2765 RS0000 obj 5801</p>
<p>1l</p> <p>Instructional aides for classroom support will be provided at select grade levels.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional aides - \$31,879- Supp</p> <p>Contribute funding to REAP - \$21,076 – LCFF-Supp</p>
<p>1m</p> <p>Support provided to teachers of ELs by EL Coord.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>ELD Coord/Service provider – \$2,030 Supp</p>
<p>1n</p> <p>Computer to student ration of 1 computer for every 2 students in grades 3-8 and 1 computer for every three students in grades TK-2 will be maintained or replaced when needed.</p>	<p>Both; we are single-school district</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 _ Other</p>	<p>\$3,000</p>

LCAP Year 3

Expected Annual Measurable Outcomes:

Metric

1:5 Performance on statewide assessments

1:6 Academic performance indicator (API) score.

1:7 Classroom Assessment

1:8 Other student outcomes

Student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment and CELDT testing.

2.1 CALPADS data

3.1 Financial records

4.1 Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials.

5.1 Professional development agendas, release day data, and roll-sheets

5.2 BTSA paperwork

6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.

7. CELDT scores

7.1 EL Reclassification

8. Attendance data: Monitor attendance rate and unexcused absence rate.

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

10. Computer inventory.

Outcome

1:5 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%

1:6 Maintain API score over 800.

- 1:7 82% of students will be at grade level in ELA and Math per local assessment interim data.
- 1:8 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (as they are presently at good levels) or increase. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist.
- 2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified with no teacher misassignments.
- 3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.
- 4.1 All students will have access to standards aligned instructional materials in mathematics, ELA/ELD, and NGSS.
- 4.2 Technology is maintained and operational
- 5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate with grade level team in areas of need demonstrated by student assessment.
- 5.2 New teachers, if any, will participate in an induction program.
6. Full implementation of Next Generation Science Standards (NGSS).
7. English Learners demonstrating growth toward reclassification each year. 80% of ELs show progress in the Overall performance indicator on the CELDT test.
- 8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences. If unexcused absence rate increases, student incentive program or other motivator is considered.
- 8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.
- 8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.
9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.
10. Students have access to technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1a</p> <p>CAASPP results are analyzed to determine areas for growth and growth targets.</p> <p>Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.</p>	<p>Jacoby Creek School is a single-school district.</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 _ Other</p>	<p>Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment</p> <p>\$1000–LCFF</p>
<p>1b</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, PE, and a variety of enrichment activities.</p> <p>In order to make sure students are college and career-ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>	<p>All</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 _ Other</p>	<p>Certificated teacher salaries /benefits:</p> <p>\$1,789,827-LCFF, Title I, Title II, JCCEFF</p> <p>Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...)</p> <p>\$127,512 – LCFF</p> <p>Cost of materials and supplies for instructional purposes.</p> <p>\$36,473 – LCFF RS0000, Obj 4310</p> <p>Co-op Contract</p> <p>\$932 Supp</p>

			<p>Contracts/ services related to student achievement (technology, transportation, etc.) \$118,715 – LCFF RS0210, Obj 5100, 5800</p> <p>RS 0228, Obj 5800</p> <p>RS 0000, Obj 5845</p> <p>RS 0001, Obj 5811</p>
<p>1c</p> <p>Instructional materials aligned with CCSS, NGSS are adopted and fully implemented. Social studies curriculum is previewd if available.</p>	<p>Both; We are a single-school district</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</p> <p><input type="checkbox"/> Other</p>	<p>Instructional materials – NGSS</p> <p>\$25,000</p>

<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>After school intervention program- \$14,257 LCFF-Supp</p>
<p>1e</p> <p>Professional development/release time related to improving instruction in CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Upon review of CAASPP scores from 2017 professional development and/or release time will be provided to improve student achievement in identified areas.</p>	<p>Jacoby Creek School is a single school district.</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 _ Other</p>	<p>Professional Development \$3,000- LCFF</p>
<p>1f</p> <p>Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and conferences. Encouragement of use of independent study option for prolonged absences.</p>	<p>Jacoby Creek School is a single school district.</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 _ Other</p>	<p>Electronic notification system for attendance notifications \$1,284 LCFF</p>

<p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>	<p>Jacoby Creek is a single school district.</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 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 checked="" 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>See action 1i</p>
<p>1h</p> <p>Teacher induction program (BTSA) for new-to-service teachers if applicable.</p>	<p>Jacoby Creek School is a single school district.</p> <p>Grades: All</p>	<p><input checked="" 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 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>\$2,000 LCFF</p>

<p>Maintain student support services. If budget allows, increase student support services (counseling aide, reading specialist, ELD Coord., school counselor, intervention services).</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>Targeted sub-groups Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Counselor time- \$12,667 LCFF/Supp</p> <p>ELD Coord/Service provider – \$2,031 LCFF/Supp</p> <p>Sustain PIP time- \$39,410 RS 3010 Supp</p> <p>Maintain Reading Specialist- \$13,913 RS 001 Supp</p> <p>After school intervention- \$3,239 Supp</p>
<p>1j</p> <p>After school daycare will be provided as needed for families of unduplicated students.</p>	<p>Targeted to subgroups Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Daycare staff- \$6,433</p>

<p>1k</p> <p>Fieldtrips will be provided.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Daycare staff- \$15,253 LCFF/Supp</p>
<p>1l</p> <p>Instructional aides for classroom support will be provided at select grade levels.</p>	<p>Both; we are a single-school district.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>I</p> <p>nstructional aides - \$31,879-Supp</p> <p>Contribute funding to REAP - \$21,076 – LCFF-Supp</p>
<p>1m</p> <p>Support provided to teachers of ELs by EL Coord.</p>	<p>Both; we are a single-school district</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 _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>ELD Coord/Service \$2,030 Supp</p>

<p>1n</p> <p>Computer to student ration will be 1 computer for every 2 students will be maintained and operational for students in grades TK-8.</p>	<p>Both; we are a single-school disctrict.</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 _ Other</p>	<p>\$5,000</p>
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GOAL:	JCS will be a safe, healthy, and inclusive environment for learning.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<ul style="list-style-type: none"> • Parent survey data 95% of the 177 parent respondents reported that their child feels safe at school. 6% of parents reported that their child rarely or sometimes feels safe on the playground. 3% of parents reported that their child rarely or sometimes feels safe at school. • Facilities are maintained in good repair but are aging and are in need of moderization. Yearly needs and priorities need to be established. • Review of facilities maintenance and repair invoices reveal a faciity that has increasingly costly and/or complex needs. Three classrooms and all special education spaces are in old modular buildings. Five classrooms do not have access to running water. Our facility needs more restrooms. Three classrooms do not have cooling. Gym floor and playground facilities are aging. • Wellness policies need to be reviewed on an ongoing basis. • Monthly newsletter and monthly Coffee with the Principal are necessary in order to maintain and improve communication between administration and parents. • Full fidelity implementation of PBIS and updating of discipline policies to reflect positive behavior intervention philosophies. • Increase parent attendance at Back to School Night with better parent education of the importance of the information shared. • Increase parent attendance at parent/teacher conferences. • It is recognized that their is a need to provide accomodations for unduplicated students when fundraising dinners or school events require the purchase of tickets. • Donations to the PTO and JCCEF remain at levels currently enjoyed. • In order to improve maintain and improve comunication between administration and parents, the principal will distribute a monthly newsletter and meet monthly with parents at a Coffee with the Principal. 		
Goal Applies to:	Schools:	Jacoby Creek School	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>1.1 Parent stakeholder survey data and student contact data surrounding student behavior.</p>		

- 1.2 CHKS survey data
- 1.3 Parent focus group data (via site council) and student stakeholder focus group data
- 1.4 Suspension/expulsion data indicate very low rates of both: 2012-2013: 0.02% suspensions, 0% expulsions, 2013-2014: 1.1% suspensions, .02% expulsions. 2014-2015 0.02% suspensions, 0% expulsions.
- 2.1 FIT data Annual Facility Inspection Tool
- 2.2 JPA Risk Management Report, Inspection conducted by JPA
- 2.3 Review of facility maintenance and repair invoices
- 3. Updated wellness policy
- 4. Financial records for cafeteria
- 5. Parent attendance, including parents of students with disabilities, at Back to School Night and Parent/Teacher Conferences.
- 6. Financial records from fundraisers.
- 7. Number of parents attending decision making meetings.

Outcome--Action corresponding with each outcome is in bold

- 1.1 Parent response to the question "Does your child feel safe at school?" will reflect a 2% increase in the ALWAYS or MOST OF THE TIME response from the 94% in the 2015-2016 survey. Baseline for student contact data will be established using student contact log. **2a-2c, 2e**
- 1.2 CHKS results will indicate that 93% of fifth grade students feel safe at school all or most of the time and 99% of seventh grade students will report that they feel between, neither safe nor unsafe, and very safe at school. **2a-2c, 2e**
- 1.3 Playground/recess behavior data shows decreased incidents. **2a-2c, 2e**
- 1.4 Maintain low rates of suspensions and expulsions less than 1%. **2a-2c, 2e**
- 2.1 Results indicate the school receives a rating of "good" on the FIT report. **2d**
- 2.2 Risk Management Report finds only minor safety issues. **2d**
- 3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. **2f**

<p>4. All students have access to high quality and nutritious food from JCS cafeteria program. 2g</p> <p>5. Numbers of families, including those parents of students with disabilities, attending at Back to School Night and Parent/Teacher Conferences are monitored to establish baseline of students that are represented by a parent at each of these events. 2h</p> <p>6. Financial records from fundraisers indicate PTO and JCCEF have met target goals. 2i</p> <p>7. Administration, teachers, and support staff maintain high levels of parent communication. 2j</p> <p>7.1 Administration and LCAP Advisory Committee (School Site Council) receive a response rate of 150 parents on surveys and 10% of families are involved in LCAP advisory focus groups.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> We will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. District PBIS team will work toward full fidelity. Jacoby Creek School Handbook will be updated to reflect new positive behavior intervention philosophies. 	<p>Both; we are a single-school district</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>LCFF- \$2,000 PBIS Training</p> <p>LCFF-\$500 Handbook</p>
<p>2b</p> <ul style="list-style-type: none"> Safety Plan – ongoing review by School Site Council. Administrator updates disaster plan annually to reflect staff changes. 	<p>Both; we are a single-school district</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>\$0</p>

<p>2c</p> <ul style="list-style-type: none"> Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers regarding student behavior. 	<p>Both; we are a single-school district</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</p> <p><input type="checkbox"/> Other</p>	<p>LCFF-\$2,000</p>
<p>2d</p> <p>Develop prioritized plan for facilities repair.</p>	<p>Both; we are a single-school district</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</p> <p><input type="checkbox"/> Other</p>	<p>Facilities maintenance, prioritized projects</p> <p>\$25,000 – 0230</p>

<p>2e</p> <p>Maintain staffing of programs, materials, and contracts focused on health and wellness of students including supportive staffing for student social/emotional well being.</p>	<p>Both; we are a single-school district</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</p> <p><input type="checkbox"/> Other</p>	<p>Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$48,847 LCFF</p> <p>Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$262,773– LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$22,897 – LCFF</p> <p>Cost of contracts/services related to Health and Wellness \$7,000 1193-81XX-5800 &5631</p>
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<p>2f</p> <p>Review school wellness policy annually (Site Council). Implement changes if suggested by the Site Council.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>\$0</p>
<p>2g</p> <p>Support Cafeteria program to provide high quality food for all students.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Transfer to cafeteria (Fund 13)</p> <p>\$40,297 LCFF</p>
<p>2h</p> <p>Increase communication and parent education regarding the importance of attending Back to School Night and Parent/Teacher conferences in order to support student academic achievement and social/emotional understanding of the school's philosophies and climate.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>\$0</p>
<p>2i</p> <ul style="list-style-type: none"> • Offer administrative support of PTO and JCCEF. • Continue pep rallies and spirit days to support fundraising efforts. • Accomodate unduplicated in attending fundraising events that require a purchase of a ticket. 	<p>Both; we are a single-school district.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$0</p>

<ul style="list-style-type: none"> Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to encourage informal conversation. Administration will keep JCS website up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and facilitate focus groups to solicit input for LCAP. 	Both; we are a single-school district 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	LCFF-\$200
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LCAP Year 2

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>1:1 Community and staff input and student contact data surrounding student behavior.</p> <p>1:2 CHKS survey data</p> <p>1:3 Parent (via site council) and student survey (CHKS) data</p> <p>1:4 Suspension/expulsion data indicate very low rates of both: 2012-2013: 0.02% suspensions, 0% expulsions, 2013-2014: 1.1% suspensions, .02% expulsions. 2014-2015 0.02% suspensions, 0% expulsions.</p> <p>2.1 FIT data Annual Facility Inspection Tool</p> <p>2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Facilities repair prioritization list.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding.</p> <p>3. Updated wellness policy</p> <p>4. Financial records for cafeteria</p> <p>5. Parent attendance at Back to School Night and Parent/Teacher Conferences.</p> <p>6. Financial records from fundraisers.</p>
	<p><u>Outcome</u></p>

1:1 Based on data from review of current and other social/emotional programs, student contact, and qualitative incidental contact with parents we will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. Jacoby Creek School will be a full fidelity PBIS school.

1:2 Review data from the CHKS implemented in the 2016-2017 school year and compare baseline.

1:3 Playground/recess data shows decreased incidents. Maintain positive survey response indicating that JCS families feel that JCS is a safe and healthy environment for learning. Continue offering yard duty supervisors inservice on positive behavior intervention strategies and continue offering yard duty paid time for communication with teachers regarding student behavior.

1:4 Supportive programming (counseling, counseling aide, social/emotional curriculum) continued to maintain low rates of suspensions and expulsions.

2.1 Results indicate school is in good repair.

2.2 Risk Management Report finds only minor safety issues.

2.3 Facilities repair priorities are undertaken as funding allows.

2.4 Monitor completed Prop 39 energy efficiency projects.

3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually.

4. Continue to support Cafeteria program to provide high quality food to all students

5. Parent attendance at Back to School Night and Parent/Teacher Conferences increases by 2%.

6. Financial records from fundraisers indicate PTO and JCCEF have met target goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> We will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. PBIS will be implemented with full fidelity. Jacoby Creek School Handbook will reflect positive behavior intervention philosophies. 	<p>Both; we are a single-school district</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>\$2000 LCFF</p>

<ul style="list-style-type: none"> • Safety Plan – ongoing review by School Site Council. • Administrator updates disaster plan annually to reflect staff changes. 	<p>Both; we are a single-school district</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 _ Other</p>	<p>\$0</p>
<ul style="list-style-type: none"> • Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. • Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers regarding student behavior. 	<p>Both; we are a single-school district</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 _ Other</p>	<p>\$2,000</p>
<p>Begin implementation of prioritized plan for facilities repair and maintenance. Make necessary adjustments to plan.</p>	<p>Both; we are a single-school district</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 _ Other</p>	<p>Facilities maintenance, prioritized projects \$25,000 – 0230</p>

<p>Maintain staffing of programs, materials, and contracts focused on health and wellness of students.</p>	<p>Both; we are a single-school district Grades: All</p>	<p><input checked="" 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 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>Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$48,847 LCFF</p> <p>Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$262,773– LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$22,897 – LCFF</p> <p>Cost of contracts/services related to Health and Wellness \$7,000 1193-81XX-5800 &5631</p>
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<p>Review school wellness policy annually (Site Council). Implement changes.</p>	<p>Both; we are a single-school district 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>\$0</p>
<p>Support Cafeteria program to provide high quality food for all students.</p>	<p>Both; we are a single-school district. 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>Transfer to cafeteria (Fund 13) \$40,869 LCFF</p>
<p>Track parent attendance data for school events such as Back to School Night, fall and spring parent conference, and House.</p>	<p>Both; we are a single school district. 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>\$0</p>
<ul style="list-style-type: none"> • Offer administrative support of PTO and JCCEF. • Continue pep rallies and spirit days to support fundraising efforts. • Accomodate unduplicated in attending fundraising events that require a purchase of a ticket. 	<p>Both; we are a single school district. 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>\$0</p>

<ul style="list-style-type: none"> Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to initiate informal conversation. Administration will keep JCS website up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host an LCAP Parent Meeting to solicit input for LCAP. 	Both; we are a single-school district 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	\$200 LCFF
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LCAP Year 3

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>1:1 Community and staff input and student contact data surrounding student behavior.</p> <p>1:2 CHKS survey data</p> <p>1:3 Parent (via site council) and student survey (CHKS) data</p> <p>1:4 Suspension/expulsion data indicate very low rates of both: 2012-2013: 0.02% suspensions, 0% expulsions, 2013-2014: 1.1% suspensions, .02% expulsions. 2014-2015 0.02% suspensions, 0% expulsions.</p> <p>2.1 FIT data Annual Facility Inspection Tool</p> <p>2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Facilities repair prioritization list.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding.</p> <p>3. Updated wellness policy</p> <p>4. Financial records for cafeteria</p> <p>5. Parent attendance at Back to School Night and Parent/Teacher Conferences.</p> <p>6. Financial records from fundraisers.</p>
	<p><u>Outcome</u></p>

1:1 Continue to use our current social/emotional curriculum to maintain safety. Continue PBIS.

1:2 Review data from the CHKS implemented in the 2017-2018 school year and compare baseline.

1:3 Playground/recess data shows decreased incidents. Maintain positive survey response indicating that JCS families feel that JCS is a safe and healthy environment for learning. Continue offering yard duty supervisors inservice on positive behavior intervention strategies and continue offering yard duty paid time for communication with teachers regarding student behavior.

1:4 Supportive programming (counseling, counseling aide, social/emotional curriculum) continued to maintain low rates of suspensions and expulsions.

2.1 Results indicate school is in good repair.

2.2 Risk Management Report finds only minor safety issues.

2.3 Facilities repair priorities are undertaken as funding allows.

3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually.

4. Continue to support Cafeteria program to provide high quality food to all students

5. Parent attendance at Back to School Night and Parent/Teacher Conferences increases by 2%.

6. Financial records from fundraisers indicate PTO and JCCEF have met target goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review current social/emotional curriculum for efficacy. Inform parents at the start of the school year of bullying policies. PBIS is implemented with full fidelity. Jacoby Creek School Handbook reflects positive behavior intervention philosophies. 	All 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	\$2000 LCFF

<ul style="list-style-type: none"> • Safety Plan – ongoing review by School Site Council. • Administrator updates disaster plan annually to reflect staff changes. 	<p>All 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>\$0</p>
<ul style="list-style-type: none"> • Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. • Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers regarding student behavior. 	<p>Both; we are a single-school district. 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>LCFF \$2,000</p>
<p>Implementation of prioritized plan for facilities repair and maintenance. Make necessary adjustments to plan.</p>	<p>Both; we are a single-school district. 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>Facilities maintenance, prioritized projects \$25,000 0230</p>

<p>Maintain staffing of programs, materials, and contracts focused on health and wellness of students.</p>	<p>Both; we are a single-school district. 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>Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$48,847 LCFF</p> <p>Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$262,773– LCFF</p> <p>Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$22,897 – LCFF</p> <p>Cost of contracts/services related to Health and Wellness \$7,000 1193-81XX-5800 &5631</p>
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Review school wellness policy annually (Site Council). Implement changes.	Both; we are a single-school district. 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	\$0
Support Cafeteria program to provide high quality food for all students	Both; we are a single-school district 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	Transfer to cafeteria (Fund 13) \$41,448
Continue to monitor parent attendance at Back to School Night, conferences, and Open House. Increase parent communication and advertising of events if needed.	Both; we are a single school district. 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	\$0
<ul style="list-style-type: none"> • Offer administrative support of PTO and JCECF. • Continue pep rallies and spirit days to support fundraising efforts. • Accomodate unduplicated in attending fundraising events that require a purchase of a ticket. 	Both; we are a single-school district. 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	\$0

<ul style="list-style-type: none"> • Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. • Principal will invite families to once monthly Coffee with the Principal to initiate informal conversation. • Administration will keep JCS website up to date. • Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host and LCAP Meeting to solicit input for LCAP. 	<p>Both; we are a single-school district.</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>\$200 LCFF</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:	Increase Student Achievement		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Jacoby Creek School Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	1.1 Established a baseline of CAASPP test scores. 65% of students fell in the standard met or standard exceeded in Math and 72% of students in ELA/Literacy. 1.2 Academic Performance Indicator (API) is not available. 1.3 Local District Assessments in mid April indicate	
	1.1 Performance on statewide assessments			
	1.2 Academic performance indicator (API) score.			
	1.3 Classroom Assessment			
	1.4 Other student outcomes Student achievement in			

performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment, CELDT testing and EL reclassification rate.

2.1 CALPADS data

3.1 Financial records

4.1 Standards-aligned instructional resources and materials inventories, purchase records, annual board resolution of sufficiency of materials.

5.1 Professional development agendas, release day data, and roll-sheets

5.2 BTSA paperwork

6. Grade level meeting agendas

7. CELDT scores

8. Attendance data: School attendance data, chronic absenteeism, and 'middle school' (7th and 8th grades-K-8 school) drop out rate. The attendance rate is currently 94.63%, down from last year due to big increase in illness this year. Unexcused absence rate 2014-15 was 8% of total absences. Prior year was 12%. Chronic absenteeism rate is less than 1%, and no students have dropped out of the 7th or 8th grade.

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

Outcome:

1.1 Percentage of students scoring in the proficient or above range on the CAASPP will increase by 2%

1.2 Not Available Yet

that 88% of students have nearly met or met our district standards in ELA and 85% in Math.

1.4 Other student outcomes:

- 78 students created History Day projects and 28 students participated in Humboldt History Day.
- 75 students completed a Science Fair project or a Passport to Science Project and 22 participated in the County Science Fair.
- Math Counts was offered as an in school elective for seventh and eighth grade. 13 students participated.
- 12 classes participated in Service Learning Projects that benefit our local community.
- Oral Language Faire -- 80 students participated
- Fourth through eighth grade students participated in the school Spelling Bee. Jacoby Creek Students were represented in the regional bee and a sixth grade student participated in the county and state bee.

Physical Fitness Test:

- 52 % of fifth grade students met 6/6 standards.
- 64 % of seventh grade students met 6/6 standards.

2.1 100% of JCS teachers and paraprofessionals are classified as highly qualified under NCLB with no teacher misassignments.

3.1 All teachers are providing instruction in Common Core Math using Common Core aligned instructional materials. Fiscal records indicate funding of CCSS professional development, technology and salaries.

4.1 All students have access to CCSS aligned mathematics instructional material. ELA/ELD

<p>1.3 70% of students will be at grade level in ELA and Math per local assessment interim data</p> <p>1.4 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school, and county (countywide events and competitions) will increase. Other indicators of student performance will maintain current level (if they are presently at good levels) or increase. Physical fitness test results: 5th grade- 76% of students met 6/6 standards and 72.3% of 8th grade students met 6/6 standards. Need Fall data for determination of CELDT growth in ELs DIBELS screening for all K-3rd grade students is used to identify those needing additional support from reading specialist, and confirm proficiency in the rest of the students</p> <p>2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under NCLB, with no teacher mis-assignments.</p> <p>3.1 CCSS funding fiscal records indicating textbook and other instructional material purchasing, professional development costs, salaries and other data.</p> <p>4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption.</p> <p>4.2 Technology is maintained and operational</p> <p>5.1 75% of staff have attended at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team.</p> <p>5.2 New teachers, if any, will participate in an induction program.</p> <p>6. Next Generation Science Standards (NGSS) are</p>	<p>instructional materials that are aligned with CCSS are only just becoming available to preview. Certificated staff have used substitute teacher release days for professional development days to align ELA instruction with CCSS in ELA/ELD.</p> <p>5.1 100% of staff has attended at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or they have participated in a release day to articulate CCSS with grade level teams.</p> <p>5.2 One new teacher is participating in an induction program with a Jacoby Creek teacher as her mentor.</p> <p>6. Next Generation Science Standards (NGSS) are reviewed by staff with intention to begin implementation in 2016-2017.</p> <p>7. 66% of English Learners demonstrated growth toward reclassification using the CELDT test.</p> <p>8.1 Due to the fact that we dissolved our charter status for the 2015-2016 school year, independent study contracts were no longer available for planned absences less than five days. Parent education and communication regarding this change was very important. Attendance percentages have not decreased, this change has not had an impact on our attendance percentages. P1 attendance in 2014-2015 was 94.63% and P1 2015-2016 was 96%. In 2014-2015 P2 was 94.28% and in 2015-2016 was 94.48%.</p> <p>8.2 Middle school drop-out rate remained at 0% and the chronic absenteeism rate is 0.07%</p> <p>8.3 District attendance rate increased by 1.37% at time of P1 and by 0.2% at the time of P2.</p> <p>9. All students including students with disabilities have had access to a broad course of study that includes art, music, P.E., and enrichment activities.</p>
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	<p>reviewed by staff.</p> <p>7. English Learners demonstrating growth toward reclassification each year. 60% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 65% will show progress next Fall.</p> <p>8.1 Communication regarding school attendance continues, including use of independent study option for prolonged absences. If unexcused absence rate increases, student incentive program or other motivator is considered.</p> <p>8.2 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%.</p> <p>8.3 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness.</p> <p>9. All students including students with disabilities have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities.</p>	
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CAASPP results are analyzed to determine areas for growth and to develop baseline and growth targets. Other standardized metrics (formative assessments) besides CAASPP are identified to use to validate student growth.	Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment \$1000-LCFF	CAASPP results were analyzed and a baseline has been established. In analyzing the data it has been determined that fourth grade mathematics and both ELA and mathematics for students that receive free or reduced lunch are areas of weakness. Other standardized metrics such as Results, Dibels, SRI, and District assessments are being used to monitor and validate student growth.	\$0

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	We are a single school district. Grades: All	
X 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 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			X 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 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>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. In order to make sure students are college and career-ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>	<p>Teacher salaries/benefits \$1,702,725 LCFF, Title 1, Title 11, JCCFEF Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance...) \$158,233 – LCFF Cost of materials and supplies for instructional purposes. \$32,473 – LCFF RS0000, Obj 4310 Contracts/ services related to student achievement (technology, transportation , etc.) \$120,593 – LCFF RS0210, Obj 5100, 5800 RS 0228, Obj 5800 RS0000, Obj 5845</p>	<p>Students have received support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. Common core standards were fully implemented in both ELA and math. Jacoby Creek students have opportunities to participate in project based learning. Students from Jacoby Creek School were represented at the county level for the spelling bee, geography bee, History Day, Science Fair, and Math Counts.</p>	<p>Teacher salaries/benefits : \$1,838,258 LCFF, Title 1, Title 1--<i>Increase due to one-time additional salary/benefit cost.</i></p> <p>Classified salaries/benefits : \$149,799 LCFF</p> <p>Materials and Supplies for Instructional Purposes: \$36,476 LCFF Resource 0000 Object 4310</p> <p>Contracts/services: \$117,885 Resource 0210 Object 5100 and 5800; Resource 0228 and Object 5800; Resource 0000 and Object 5845</p> <p>Co-op Contract: \$932</p>
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Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	We are a single school district. 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		
Instructional materials aligned with CCSS, NGSS are adopted and implemented.		Instructional materials – ELA \$17,000– Res. 0212 and 6300	Common Core State Standards aligned mathematics curriculum has been adopted and implemented in all grade levels. ELA materials aligned to CCSS are just becoming available to preview. Next Generation Science Standards instructional materials are not yet available.		\$16,897 Resource 0212 and 6300
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	We are a single school district. 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		

Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.		Professional Development \$2500 – LCFF	100% of staff has attended at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or they have participated in a release day to articulate CCSS with grade level teams.		\$9,532
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Both-We are a single school district 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		

<p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook and conferences. Encouragement of use of independent study option for prolonged absences.</p>		<p>Electronic notification system for attendance notifications \$1390- LCFF</p>	<p>Due to the fact that we dissolved our charter status for the 2015-2016 school year, independent study contracts were no longer available for planned absences less than five days. Parent education and communication regarding this change was very important and although our attendance percentages have not decreased, this change has had an impact on our attendance percentages and there are more trancies than in previous years. P1 attendance in 2014-2015 was 94.63% and P1 2015-2016 was 96%.</p> <p>The school newsletters, personal telephone calls, and letters are used to encourage good school attendance.</p> <p>Data surrounding the use of Safe Handles did not indicate that they were effective in increasing student attendance.</p>		<p>\$2,568 1192-7100-5800</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district Grades: All</p>		<p>Scope of service:</p>	<p>We are a one school district. 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>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>CELDT scores and other assessments are reviewed to assess placement and growth of ELs. If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought. Teacher induction program (BTSA) for new-to-service teachers. No new teachers expected in 2015-16</p>		<p>BTSA Support (if needed \$2000)</p>	<p>CELDT scores and other assessments were reviewed to assess placement and growth of ELs. 66% of English Learners demonstrated growth toward reclassification using the CELDT test. All EL students made growth after a year, so no additional services were necessary. Initial CELDT testing was provided for two Transitional Kindergarten students and one first grader. BTSA was provided for one new teacher.</p>	<p>BTSA Support \$2,000</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district Grades: All</p>		<p>Scope of service:</p>	<p>We are a single school district. Grades: TK, 1st, 3rd</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>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>Increase student support services (PIP aide, EL Coord., reading specialist, school counselor, intervention services).</p>		<p>Counselor time LCFF/Supp - \$5237 ELD Coord/Service provider – \$1774 –LCFF/Supp After school intervention program \$13749 – LCFF (listed above as well) Sustain PIP time \$34,621 RS 3010 Maintain reading specialist \$12,153 RS 0001</p>	<p>Counseling aide services were increased but the budget did not allow for increase in school counselor services. A full time reading specialist worked with TK through fourth grade students. EL coordinator time was not increased.</p>	<p>Counselor time: \$6,658 01-0001-0-1500-3110-1205-025 ELD Coord/Service provider: \$2,032 01-0001-0-1500-3110-1205-025 After School Intervention Program: \$10,094 Sustain PIP time: \$40,837 Reading Specialist: \$13,904</p>
<p>Scope of service:</p>	<p>Targeted to students Grades: All</p>		<p>Scope of service:</p>	<p>Targeted to specific subgroups. Grades: All</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>After school daycare will be provided as needed for families of unduplicated students</p>		<p>Day care staff \$15,177 – LCFF/Supp</p>	<p>Afterschool daycare was provided free of charge for families of unduplicated students.</p>	<p>\$15,253</p>

Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X 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		
Specialized materials and supplies (ie ELD) will be available		No budget as materials are sufficient at this time.	Specialized materials and supplies were made available to teachers and after school support staff when requested to support the needs of unduplicated students.		\$0
Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Fieldtrips will be provided		\$2000 RS 0000 obj 5801	With the financial support of the JCEFF, HCOE, and other local agencies, Jacoby Creek School students have had opportunities to attend educationally relevant field trips at every grade level.		\$382.50

Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X 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 X Homeless _ Other</p>		
Instructional aides for classroom support		Instructional aides \$16,831 -Supp Contribute funding to REAP - \$14,993 – LCFF-Supp Co-op contract - \$894 LCFF	Support of instructional aides is provided in TK/K, first, and third grade classrooms.	Instructional Aides: \$17,343 Contribution to REAP: \$21,041	
Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Support provided to teachers of ELs by EL Coord.		ELD coord/Support salary included above.	The EL Coordinator provides support to teachers of EL students.		\$0--See Student Support Services
Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: TK, 1st, 3rd, 5th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X 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 _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Specialized services for students with severe needs		Special education encroachment \$149,299	Students with severe needs are provided with the support of Special Circumstances Instructional Aides.		\$160,288
Scope of service:	Targeted to students Grades: All		Scope of service:	Targeted subgroups Grades: 1st, 3rd, 7th	
_ 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 X Students with Disabilities _ Homeless _ Other			_ 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 X Students with Disabilities _ Homeless _ Other		

Other indicators of student performance (grades, behavior, extracurricular involvement) are monitored each trimester. Students are identified for intervention or other appropriate services (instructional aides, reading specialist, school counselor, intervention...) as needed.		After school intervention program- \$13,749 – LCFF-Supp	Student performance is monitored closely. Students identified as underperforming are referred to a Student Study Team meeting and the team determines support services to assist the student. Supports available to students are reading specialist, school counselor or counselor aide, after school study hall, homework club, or STAR program. After school intervention program ran all year for grades 1-6.	\$9,694
Scope of service:	Both; we are a single-school district Grades: All		Scope of service: All 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	
What changes in actions, servivces, and expenditures	<ul style="list-style-type: none"> • Funding will be allocated to purchase CCSS ELA curriculum. • First phase of Next Generation Science Standards. • Staff release time dedicated to providing academic support and instituting classroom modifications and differentiation of instruction to help improve CAASPP scores for low-socioeconomic students. • Review fourth grade mathematics CAASPP scores and provide inservice/release time dedicated to improving performance in this area. • Discontinue use of Safe Handles. It was determined that these were not effective in reducing absenteeism due to illnesses. • Closely monitor attendance, particularly those students that have more than fourteen excused medical absences and students with truancies. • Continue closely monitor EL progress with CELDT. EL Coordinator will provide support to classroom teachers and assist in implementation and modifications necessary for identified students that are not making sufficient progress. 			

Original Goal from prior year LCAP:	JCS will be a safe and healthy environment for learning.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:
Goal Applies to:	Schools:	Jacoby Creek School Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>1.1 Based on community input and survey data, JCS is perceived to be safe, though students report bullying.</p> <p>1.2 CHKS survey data</p> <p>1.3 Parent (via site council) and student survey (CHKS) data</p> <p>1.4 Suspension/expulsion data indicate very low rates of both: 2011-12: 0.02% suspensions, 0% expulsions, 2012-13: 0.02% suspensions, 0% expulsions, 2013-14: 1.1% suspensions, .02% expulsions</p> <p>2.1 FIT data Annual Facility Inspection Tool 2.2 JPA Risk Management Report, Inspection conducted by JPA</p> <p>2.3 Review of facility maintenance and repair invoices reveals increasingly costly or complex needs mainly due to aging of facility.</p> <p>2.4 Energy Use, per studies done under Prop. 39 funding, could be reduced.</p> <p>3. Updated wellness policy</p> <p>4. Financial records</p> <p>Outcome:</p> <p>1.1 Based on data from review of current and other social/emotional programs, continue current or</p>	Actual Annual Measurable Outcomes:	<p>1.1 Students received instruction using the Steps to Respect social/emotional program. Bullying component was added to Board adopted to safety plan and all bullying policies were shared with families at the start of the school year. Began implementation of PBIS. Created a Jacoby Creek School District leadership team and worked in conjunction with HCOE to begin implementation process with the goal of full fidelity in the 2016-2017 school year.</p> <p>1.2 Implemented California Healthy Kids Survey (CHKS) in fifth and seventh grade. Staff also took CHKS survey.</p> <p>1.3 Playground data showed decreased incidences. Parent survey reflected that 92.14% of the 164 respondents indicated that their child feels safe on the playground. 88% of seventh grade students and 90% of fifth grade students indicate that they feel safe at school on the California Healthy Kids Survey. 95.48% of 169 respondents reported that their child feels that school is a good place to be.</p> <p>1.4 Supportive programming has maintained low rates of suspensions. 2015-2016 suspension rate was 0.4% There have been no expulsions.</p> <p>2.1 The school is in good external repair and fair structural repair as reported by FIT.</p> <p>2.2 Risk Management Report found only minor issues.</p> <p>2.3 Facilities repair priorities that presented themselves as the year progressed were undertaken</p>

	<p>implement new social/emotional curriculum to maintain safety. Added bullying component of Safety Plan implemented.</p> <p>1.2 CHKS implemented in the 2015-16 school year.</p> <p>1.3 Playground/recess data shows decreased incidents. 83% of survey respondents will find JCS is a safe and healthy environment for learning.</p> <p>1.4 Supportive programming (counseling, PIP, social/emotional curriculum) continued to maintain low rates of suspensions and expulsions.</p> <p>2.1 Results indicate school is in good repair.</p> <p>2.2 Risk Management Report finds only minor safety issues.</p> <p>2.3 Facilities repair priorities are undertaken as funding allows.</p> <p>2.4 Energy efficiency projects (Prop. 39) are undertaken.</p> <p>3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually.</p> <p>4. Continue to support Cafeteria program to provide high quality food to all student.</p>		<p>as funding allowed.</p> <p>2.4 Energy efficiencies projects were undertaken by using funds from Prop 39. Lighting retrofit is currently 80% completed and solar project will be done in June.</p> <p>3. Wellness policy has been reviewed and updated by the School Site Council.</p> <p>4. Changed cafeteria service from Northern Humboldt School District to Arcata Elementary School District. Numbers of lunches ordered increased substantially.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Continue to review social / emotional programs currently in use (Second Step, Steps to Respect) related to prevention of bullying and conflict management for possible changes. Possible PBIS training provided by HCOE. Engage students in solution.	Potential training in PBIS via HCOE - \$0	JCS continued to use Second Step and Steps to respect programs related to the prevention of bullying and conflict management. Parent education about the school's bullying policy was done at the beginning of the school year and in monthly school newsletters. Formed district PBIS team with classified and certificated members. Worked with the entire staff to beginning implementation of PBIS with a goal of full fidelity in 2016-2017 school year. Met with Peter Stoll and Haley Jones at Jacoby Creek School PBIS team meetings and at HCOE PBIS meetings. Began rewriting policies in order to reflect positive behavior intervention philosophies. Involved students in developing school wide expectations and each classroom created videos to teach behavior expectations in different school settings.	\$1,200 01-6264-0-1110-1000-5210
Scope of service:	Both; we are a single-school district Grades: All	Scope of service:	All Grades: All
<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>	
Continue student engagement activities such as pep rallies, awards assemblies, and spirit days.	\$0	Teachers formed a JCS Spirit committee with seventh and eighth grade student participation. Students led pep rallies and awards assemblies honor students for academic, athletic, and civic accomplishments. Spirit days occurred once each trimester.	\$0

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All Grades: All	
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Safety Plan – ongoing review by School Site Council		\$0	The administration and School Site Council reviewed the Safety Plan. Drills occur monthly to ensure that students and staff are prepared and the outcome of drill is discussed at monthly staff meetings in order to assure efficiency and preparedness.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All 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		

Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.		\$0	Peter Stoll and Haley Jones provided PBIS inservice to yard duty staff. School wide implementation of "Orange Tickets" to reward student's positive behavior was implemented on the playground. Yard duty staff has been provided with paid time daily to correspond with teachers about playground behavior and issues so that the teachers and yard staff can work together on helping students to meet behavior expectations on the playground.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All Grades: All	
X 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 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			X 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 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		
Obtain new playground equipment to make playground more engaging for students		Pursuing grants	New playground equipment was purchased and it used by students.		\$0 LCFF Purchased by Jacoby Creek Children's Education Foundation
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All Grades: All	

<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>Develop prioritized plan for facilities repair.</p>		<p>Facilities maintenance, prioritized projects \$25,000 – 0230</p>	<p>A plan for facilities repair has not been developed. New administration did not have the information needed to create this plan. A JCS Facilities Committee, consisting of two classroom teachers, one classified staff member, two parents, and the principal was formed. The committee focused on signage and parking lot safety. Parents were surveyed to determine community perspective of facilities repair/maintenance priorities.</p>	<p>\$25,000 0230</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district Grades: All</p>		<p>Scope of service:</p> <p>All 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>Maintain staffing of programs, materials, and contracts focused on health and wellness of students.</p>		<p>Certificated salaries/benefits for employees focused on health and wellness (PE,</p>	<p>Staffing of programs, materials, and contracts focused on health and wellness of students were maintained.</p>	<p>Certificated salaries/benefits for employees focused on health and wellness:</p>

		<p>counselor/psych) \$39,173 – LCFF Classified salaries/benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria,...) \$184,040 – LCFF Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid...) \$19,729 – LCFF Cost of contracts/services related to Health and Wellness \$23,210 Fund 13 Obj 8916; RS0000 Obj 5800. RS 0230 Obj 5631</p>		<p>\$51,773 LCFF Classified salaries related to safety and wellness: \$263,132 LCFF Cost of health and wellness supplies: \$23,459 4374, 4389, 4392, 4381, 4384 Cost of contracts/services related to health and wellness: \$32,341 1193-81XX-5800 and 5631</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>

<input checked="" 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 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			<input checked="" 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 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		
Review school wellness policy annually (Site Council). Implement changes.		\$0	The school wellness policy was reviewed by the School Site Council in March after receiving all of the data from parent surveys.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All Grades: All	
<input checked="" 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 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			<input checked="" 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 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		
Support Cafeteria program to provide high quality food for all students		Transfer to cafeteria (Fund 13) \$28,080	Changed food service provider from Northern Humboldt School District to Arcata School District in order to provide students with healthier and more desirable food options and reduce waste on our campus. There has been a substantial increase in orders.		\$40,869 LCFF
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	All Grades: All	

<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>What changes in actions, servivces, and expenditures</p>	<ul style="list-style-type: none"> • Include monthly newsletter and monthly Coffee with the Principal in LCAP in order to maintain and improve communication between administration and parents. • Full fidelity implementation of PBIS and updating of discipline policies to reflect positive behavior intervention philosophies. Suspension rates will be addressed with education about restorative practice. • Jacoby Creek school playground supervisors will be paid to attend inservice aligned with PBIS philosophies. • Playground staff will be given paid time in their schedule to allow for email communication with teachers and administration regarding playground behavior incidences. • Create a plan for facilities repair. 	

<p>Original Goal from prior year LCAP:</p>	<p>Parent Involvement will remain at high levels presently enjoyed by JCS.</p>		<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Jacoby Creek School Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>Metric</u></p> <p>1.1 Parent survey – to assess parent involvement and satisfaction with programming (including that for ELs, exceptional needs, Title 1), concerns, safety, and communication</p> <p>2.1 Parent involvement data: number of volunteers as indicated by Volunteer Appreciation Tea invitations (one to every volunteer), anecdotal attendance data from school events, number of visitor passes used, parent conference attendance</p> <p>2.2 School Site Council agendas/minutes, membership in PTO and JCCEF.</p> <p>2.3 Results of fundraising efforts</p> <p><u>Outcome</u></p> <p>1.1 If warranted by data, changes in outreach to parents will change. Survey results for 14-15 show parents overwhelmingly prefer e-mail communication. Data studied for other concerns that can be addressed via LCAP.</p> <p>2.1 Parent involvement/ participation increases by 1% as measured by parent survey, school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees.</p> <p>2.2 Parent involvement, including parents of students with disabilities, in decision-making committees will increase.</p> <p>2.3 Fundraising by JCCEF will continue to be well-supported by JCS families allowing for enrichment and other programming to continue.</p>		<p>1.1 Hard copy of communication preference was sent out at the start of the school year and only one family indicated that they would prefer paper communication rather than email communication. That family has been provided with paper copies of all communication. Parents survey data indicates that 92.13% of 164 respondents feel welcome at their child's school.96% of 170 respondents indicated that they are aware of ways to be involved with the school.</p> <p>2.1 Parent involvement and participation has increased. An average of 170 parents responded to the three surveys sent home in comparison to last year's 36 respondents. Jacoby Creek School has enjoyed an active PTO, JCCEF and Site Council. All school wide events have been very well attended.</p> <p>2.2 Parent involvement in decision making committees has increased. Parents of students with disabilities are under- represented.</p> <p>2.3 Our annual Panther Pentathlon fundraiser held by the Jacoby Creek Children's Educational Foundation raised \$54,000 which exceeded any previous year's total. The annual spring fundraiser was very well attended and over \$30,000 was raised.</p>

What changes in actions, services, and expenditures

- It has been determined that this goal will no longer be necessary to increase student achievement at Jacoby Creek School.

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:	115239
<p>For 2016-2017 under LCFF, \$115,539 is designated as supplemental grant money for the Jacoby Creek School District because of the district's 19.28% unduplicated count of students who qualify for the Free and Reduced Price Meal program. The district is spending \$131,580 in order to meet the spending level of 2015-2016 and the percentage increase for 2016-2017. The full list of expenditures is principally directed toward meeting the goals of the JCSD Local Control Accountability Plan for high needs unduplicated pupils. The specific expenditures and actions listed above under Goal #1 are the most effective use of funds to meet the needs of our unduplicated pupils. The Jacoby Creek School District will offer a variety of programs and supports for English learner students, foster youth, and students of low socio-economic status. These include targeted counseling services, an English learner coordinator, after school intervention programs, additional services from the reading program, daycare, instructional aide support, and increased pupil progress monitoring.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.84	%
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For 2016-2017 the Jacoby Creek School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. Services to target groups will improve or increase by 3.84% by adding targeted counseling services time.

Student outcomes of unduplicated students will improve by adding additional time for targeted students to meet with school counseling staff to support social/emotional and academic progress.

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).