

Introduction:

Maple Creek Elementary School District is a rural, necessary small school with a student population that remains less than 15 in grades TK through 8. Many required priorities (Priority 2 and Priority 4) do not apply to Maple Creek Elementary School. The school does not have any English Learners; Foster Youth; Homeless Youth; or Migrant Youth. 17% of Maple Creek students are identified as students with disabilities and they are represented by the Parent Advisory Committee/School Site Council. CAASPP scores cannot be publicly reported unless 10 or more students in the same grade level are assessed in one year.

LEA: Maple Creek Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the

state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Monthly school newsletter that invites participation in various school events; encourages input on the LCAP; provides attendance information; shares articles and work written by students.

08/27/15 Whole Staff meeting: included time to address goals for the new year and reflection of last year

09/16/15 School Board meeting

10/20/15 Staff meeting: LCAP goals and metrics reviewed; discussion of how to achieve those goals.

10/26/16 Wish List Survey sent out to parents/guardians/staff/students

10/28/15 School Board Meeting

10/30/15 Whole school community event: all were encouraged to participate in the review and formation of the LCAP

11/06/15 Student survey provided to all students;

11/09/15 School Site Council meeting: reviewed LCAP; concerns about attendance discussed; reviewed assessment data and discussed how to incorporate the specific goal of improving writing and communication; reviewed surveys from students/parents/guardians listing priorities for improvement

11/18/15 School Board meeting: Board reviewed SSC recommendations for the LCAP and community survey

12/02/15 Student meeting with 7th grade to discuss learning outcomes and various plans to achieve those outcomes.

12/16/15 School Board meeting: Board received presentation from the 12/02/15 student meeting and the results of the meeting creating individualized education plans with student involvement.

12/18/15 Whole school community event: all were encouraged to participate in the review and formation of the LCAP; it was reported that progress on goals is being made in all areas with concern over attendance. Attendance; homework; and reading log awards were presented to students.

01/20/16 School Board meeting: A progress report of the goals and

08/27/15 Whole Staff meeting: Targeted writing and communication skills as the weakest scores in both local and CAASPP assessments; developed ideas to improve all goals with lesson plans and timing of introduction of activities/lessons; writing actions and outcomes added to goal number 2.

10/20/15 Staff meeting: LCAP goals and metrics reviewed; discussion of how to achieve those goals. The goals from the previous year were successful and still relevant to this year. However, upon review of student data and teacher observation, the greatest weakness in language arts is writing and communication skills. Discussion resulted in the recommendation for staff to develop actions/services to improve writing skills under goal number 2.

11/09/15 School Site Council meeting: Concerns about attendance were discussed; attendance goals/outcomes/actions were left unchanged. Discussion for improving writing and communication resulted in additions to goal number 2. Surveys reviewed indicated a need for improvements to the kitchen and playground as well as a desire for music, martial arts, and swimming lessons. Kitchen and playground improvements added under Goal number 1. Music, martial arts, and swimming lessons are included in goal number 2 under field trips. The district will look for ways to further enhance Music in the classroom.

01/05/16 Survey sent out to all staff; students; parents/guardians: Stakeholders were provided an opportunity to provide input concerning an enrichment program with support for continuing the Art program. While parents and students desire music education they placed a higher value on the Visual and Performing Arts and Art Appreciation. The District has a part time art position in the budget and will discuss ways to add music to the educational program at Maple Creek.

01/20/16 School Board meeting: A progress report of the goals and metrics of LCAP was presented with a brief discussion. The board conferred that the district is doing everything that it can to promote attendance and recommended no changes to goal number 3.

02/24/16 School board meeting: included discussion for professional development and school improvements. Board voted to make improvements to the playground; goal number 1.

metrics of LCAP was presented with a brief discussion.

02/24/16 School board meeting: included discussion for professional development and school improvements. Board voted to make improvements to the playground with a request to have student input in regards to color and additional features.

03/16/16 School Board Meeting: allowed time for public input on LCAP

03/29/16 Survey sent out to parents/guardians

04/18/16 SSC reviewed annual update and LCAP draft; reviewed surveys from parents/guardians/staff/students. Suggestions were to keep up existing D5, mathematics program, field trips, and to add additional focus in the LCAP for writing skills. Gratitude was also expressed for transportation, the staff, and the academic skills being taught. Council confirmed that playground structure was still wanted/needed and that they would like to see kitchen upgrades. Council expressed support for any summer program to support learning over the summer. SSC discussed attendance challenges and solutions. Staff expressed the need for more hardware; hardware repair funding; and more bandwidth for online learning.

04/20/16 School Board Meeting: Annual review and LCAP draft was reviewed; notes from the SSC were discussed. In response the board approved a summer learning program with an emphasis on writing and reading and kitchen improvement. Writing outcomes and metrics will be added and remaining goals will be retained.

04/18/16 SSC reviewed annual update and LCAP draft; reviewed surveys from parents/guardians/staff/students. Council recommended no changes to existing goals with additions to include kitchen and playground improvement; an emphasis on writing skills; a summer program; and expressed the importance of continuing field trips.

04/20/16 School Board Meeting: Annual review and LCAP draft was reviewed; notes from the SSC were discussed. In response the board approved a summer learning program with an emphasis on writing and reading and kitchen improvement. Writing outcomes and metrics will be added and remaining goals will be retained.

Annual Update:

08/19/15 School Board meeting: clarification of LCAP; minor changes made as recommended by HCOE.

From 08/27/15 forward the review of progress for the Annual Update occurred at the same meetings listed above in the LCAP involvement process.

Annual Update:

08/19/15 School Board meeting: clarification of LCAP; minor changes made as recommended by HCOE.

From 08/27/15 forward discussion of stakeholder impact from the Annual Update is included in the summary above.

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:	Improve school climate to support a cooperative learning environment	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Teacher observation identifies a need for instruction of communication skills.	

Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<u>Metric</u>	<ol style="list-style-type: none"> 1. Suspension rates 2. Expulsion rates 3. Conflict; Mediation records 4. Report cards 5. School facilities report (Williams FIT). 		
	<u>Outcome</u>	<ol style="list-style-type: none"> 1. Maintain 0% suspension rate 2. Maintain 0% expulsion rate 3. Mediation will handle 65% of minor conflicts 4. A minimum of one group project will be completed by all students 5. School facilities will be in good or better condition as measured by the FIT 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments.</p>	<p>School-wide 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>-staff salary \$74,487 (res. 0000) -incentives \$250 (res. 0000) -supplies for community building projects \$100 (res. 0000)</p>
<p>Students will be provided with a reward for volunteering their time as mediators.</p>	<p>School-wide 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>-incentives \$250 (res. 0000)</p>
<p>A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.65 FTE teacher salary provides additional support in the core academic area.</p>	<p>School-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>staff salary \$51,043 (res. 0001)</p>

Replace the exiting playground "fort" with a new, safer, insurance approved playground structure.	All School 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	\$60,000 playground purchase and installation (res. 0230) \$3,000 woodchips and delivery (res. 0230)
Install cabinets and countertop in the kitchen.	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	Kitchen cabinets/countertop \$15,000 (res. 0230)
School facilities will be kept in good condition to provide a safe and comfortable learning environment.	School-wide 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	Maintenance/custodial salary \$22,543(res. 0000)
LCAP Year 2			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> Suspension rates Expulsion rates Conflict; Mediation records Report cards School facilities report (Williams FIT). <p><u>Outcome</u></p> <ol style="list-style-type: none"> Maintain 0% suspension rate Maintain 0% expulsion rate Mediation will handle 65% of minor conflicts A minimum of one group project will be completed by all students School facilities will be in good or better condition as measured by the FIT 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments.</p>	<p>School-wide 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>-staff salary \$74,487 (res. 0000) -incentives \$250 (res. 0000) -supplies for community building projects \$100 (res. 0000)</p>

Students will be provided with a reward for volunteering their time as mediators.	School-wide 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	-incentives \$250 (res. 0000)
A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.65 FTE teacher salary provides additional support in the core academic area.	School-wide 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	staff salary \$51,043 (res. 0001)
School facilities will be kept in good condition to provide a safe and comfortable learning environment.	school wide 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	Maintenance/cu stodial salary \$22,543 (res. 0000)
LCAP Year 3			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Suspension rates 2. Expulsion rates 3. Conflict; Mediation records 4. Report cards 5. School facilities report (Williams FIT). <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Maintain 0% suspension rate 2. Maintain 0% expulsion rate 3. Mediation will handle 65% of minor conflicts 4. A minimum of one group project will be completed by all students 5. School facilities will be in good or better condition as measured by the FIT 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.65 FTE teacher salary provides additional support in the core academic area.</p>	<p>School-wide 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>staff salary \$51,043 (res. 0001)</p>

Students will be provided with a reward for volunteering their time as mediators.	School-wide 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	-incentives \$250 (res. 0000)
Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments.	School-wide 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	-staff salary \$74,487 (res. 0000) -incentives \$250 (res. 0000) -supplies for community building projects \$100 (res. 0000)
School facilities will be kept in good condition to provide a safe and comfortable learning environment.	school wide 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	Maintenance/custodial salary \$22,543 (res. 0000)

GOAL:	All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	Daily 5 and mathematics stamina, teacher observation, assignment records, local and state assessments indicate a need for core academic instruction with an emphasis on writing, technology, and collaborative projects in order to prepare students for higher education. Although 100% of certificated staff is highly qualified under No Child Left Behind, professional development is needed to keep staff up to date with technology and common core standards.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Common Core Writing rubrics; reading logs; records of Summer Learning Program participation 2. Writing portfolios; writing published in the school newsletter 3. Daily 5 language arts assessments 4. Daily 3 mathematics assessments 5. Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials 6. Assignment records, presentation, and/or portfolio 7. Reading logs 8. Personnel records; professional development records; SARC report 9. Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; classroom participation; School Site Council attendance; and School Board attendance 10. I.E.P.s; progress reports; service record logs; special education purchase records 	

11. Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.

12. CAASPP participation rate

Outcome

1. Students in grades 3-8 that participate in the Summer Learning Program will have improved writing scores that will be documented by comparing end of the previous year writing rubrics to the beginning of the current school year rubrics. Students in grades K-2 that participate in the Summer Learning Program will spend more time reading over the summer as documented by reading log records compared to summer reading log records when the summer program was not offered and/or to students that did not participate in the program.

2. All students will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 3-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.

3. All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.

4. All students by the 3rd trimester will achieve an average math stamina of 31 minutes.

5. All students will have access to high quality, common core aligned materials for all subjects.

6. 4-8th grade students will complete a minimum of 1 technology based project.

7. Students will show evidence of home reading by completing weekly reading logs throughout the year.

8. Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements.

9. 100% of parents/guardians (including parents of students with disabilities) will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

10. All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to support their learning.

11. All students will participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics.

12. All students in 3rd through 8th grade will participate in CAASPP Assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>The District provides a minimum of one opportunity per year for staff development and professional growth.</p>	<p>School-wide 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>-professional development \$500 (res. 6264,0210,4035); Educator Effectiveness Block Grant \$1,540</p>
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<p>Instruction and daily use of career readiness skills will include all subjects; mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. 4-8th grade students will have access to Khan academy accounts throughout the year, including the summer.</p>	<p>School-wide 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>-apps, programs and software \$100 (res. 0000) -textbooks \$10,200 (res. 0000 and 6300) - curriculum streaming A-Z Raz kids; Keyboarding without Tears \$300 (res.0000) -Internet \$3,000 (res.0000) -summer learning program \$6,500 (res. 0000, 0210 mgt 1160) -staff salary \$74,487 (res. 0000)</p>
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<p>Students will given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p>	<p>School-wide 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>-supplies for projects \$100 (res. 0000) -HERC library contract \$200 (res. 0000)</p>
<p>Field trips will connect students with higher education and working professionals. When possible, opportunities to develop swimming, music, and martial arts skills will be incorporated into field trips.</p>	<p>School-wide 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>-transportation \$37,577 (res. 0210) -field trips \$500 (res. 0000)</p>
<p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program. All students will participate in a minimum of two writing session per week; writing will be emphasized in all curricular areas; all students will participate in the weekly author's chair (writer's workshop); all students will have a journal for daily writing prompts. Weekly home reading logs are required for all students.</p>	<p>School-wide 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>textbooks \$10,200 (res. 0212) staff salary \$74,487 (res. 0000)</p>

<p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letter; on website.</p>	<p>School-wide 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>\$500 (res. 0000) Communication to parents</p>
<p>Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, a speech pathologist, and an aide for any student that is need of services under his/her I.E.P.</p> <p>Additional materials and supplies for I.E.P. students will be purchased as needed.</p>	<p>School wide Grades: All</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 _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Special Education Resource Teacher Salary \$3,001 (res. 6500, OB 1104) Speech Pathologist Salary \$1,981 (res. 6500, OB 1105) Special Education Classroom Aide \$2,199 (res. 6500, 3310) Materials/supplies \$500 (res. 6500, OB 4310)</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Common Core Writing rubrics; reading logs; records of Summer Learning Program participation 2. Writing portfolios; writing published in the school newsletter 3. Daily 5 language arts assessments
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4. Daily 3 mathematics assessments
5. Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials
6. Assignment records, presentation, and/or portfolio
7. Reading logs
8. Personnel records; professional development records; SARC report
9. Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; classroom participation; School Site Council attendance; and School Board attendance
10. I.E.P.s; progress reports; service record logs; special education purchase records
11. Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.
12. CAASPP participation rate

Outcome

1. Students in grades 3-8 that participate in the Summer Learning Program will have improved writing scores that will be documented by comparing end of the previous year writing rubrics to the beginning of the current school year rubrics. Students in grades K-2 that participate in the Summer Learning Program will spend more time reading over the summer as documented by reading log records compared to summer reading log records when the summer program was not offered and/or to students that did not participate in the program.
2. All students will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 3-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.
3. All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.
4. All students by the 3rd trimester will achieve an average math stamina of 31 minutes.
5. All students will have access to high quality, common core aligned materials for all subjects.
6. 4-8th grade students will complete a minimum of 1 technology based project.
7. Students will show evidence of home reading by completing weekly reading logs throughout the year.
8. Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements.

- 9. 100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.
- 10. All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to support their learning.
- 11. All students will participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics.
- 12. All students in 3rd through 8th grade will participate in CAASPP Assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District provides a minimum of one opportunity per year for staff development and professional growth.	School-wide 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	-professional development \$500 (res. 6264,0210,4035); Educator Effectiveness Block Grant \$1,540

<p>Instruction and daily use of career readiness skills will include all subjects; mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. 4-8th grade students will have access to Khan academy accounts throughout the year, including the summer.</p>	<p>School-wide 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>-apps, programs and software \$100 (res. 0000) -textbooks \$10,200 (res. 0000 and 6300) - curriculum streaming A-Z Rax kids; Keyboarding without Tears \$300 (res.0000) -Internet \$3,000 (res.0000) -staff salary \$74,487 (res. 0000)</p>
<p>Students will participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p>	<p>School-wide 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>-supplies for projects \$100 (res. 0000) -HERC library contract \$200 (res. 0000)</p>

<p>Field trips will connect students with higher education and working professionals.</p>	<p>School-wide 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>-transportation \$37,577 (res. 0210) -field trips \$500 (res. 0000)</p>
<p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program. All students will participate in a minimum of two writing session per week; writing will be emphasized in all curricular areas; all students will participate in the weekly author's chair (writer's workshop); all students will have a journal for daily writing prompts. Weekly home reading logs are required for all students.</p>	<p>School-wide 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>textbooks \$7,000 (res. 0212) staff salary \$74,487 (res. 0000)</p>
<p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>	<p>School-wide 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>\$500 (res. 0000) Communication to parents</p>

<p>Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, a speech pathologist, and an aide for any student that is need of services under his/her I.E.P.</p> <p>Additional materials and supplies for I.E.P. students will be purchased as needed.</p>	<p>School wide 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 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education Resource Teacher Salary \$3,001 (res. 6500, OB 1104)</p> <p>Speech Pathologist Salary \$1,981 (res. 6500, OB 1105)</p> <p>Special Education Classroom Aide \$2,199 (res. 6500, 3310)</p> <p>Materials/supplies \$500 (res. 6500, OB 4310)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Common Core Writing rubrics; reading logs; records of Summer Learning Program participation 2. Writing portfolios; writing published in the school newsletter 3. Daily 5 language arts assessments 4. Daily 3 mathematics assessments 5. Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials 6. Assignment records, presentation, and/or portfolio 7. Reading logs 8. Personnel records; professional development records; SARC report
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9. Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; classroom participation; School Site Council attendance; and School Board attendance

10. I.E.P.s; progress reports; service record logs; special education purchase records

11. Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.

12. CAASPP participation rate

Outcome

1. Students in grades 3-8 that participate in the Summer Learning Program will have improved writing scores that will be documented by comparing end of the previous year writing rubrics to the beginning of the current school year rubrics. Students in grades K-2 that participate in the Summer Learning Program will spend more time reading over the summer as documented by reading log records compared to summer reading log records when the summer program was not offered and/or to students that did not participate in the program.

2. All students will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 3-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.

3. All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.

4. All students by the 3rd trimester will achieve an average math stamina of 31 minutes.

5. All students will have access to high quality, common core aligned materials for all subjects.

6. 4-8th grade students will complete a minimum of 1 technology based project.

7. Students will show evidence of home reading by completing weekly reading logs throughout the year.

8. Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements.

9. 100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

10. All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to support their learning.

11. All students will participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics.

12. All students in 3rd through 8th grade will participate in CAASPP Assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District provides a minimum of one opportunity per year for staff development and professional growth.</p>	<p>School-wide 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>-professional development \$500 (res. 6264,0210,4035)</p>
<p>Instruction and daily use of career readiness skills will include all subjects; mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. 4-8th grade students will have access to Khan academy accounts throughout the year, including the summer.</p>	<p>School wide 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>-apps, programs and software \$100 (res. 0000) -textbooks \$10,200 (res. 0000 and 6300) - curriculum streaming A-Z Rax kids; Keyboarding without Tears \$300 (res.0000) -Internet \$3,000 (res.0000) -staff salary \$74,487 (res. 0000)</p>

<p>Students will participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p>	<p>school-wide 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>-supplies for projects \$100 (res. 0000) -HERC library contract \$200 (res. 0000)</p>
<p>Field trips will connect students with higher education and working professionals. When possible, opportunities to develop swimming, music, and martial arts skills will be incorporated into field trips.</p>	<p>school-wide 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>-transportation \$37,577 (res. 0210) -field trips \$500 (res. 0000)</p>
<p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program. All students will participate in a minimum of two writing session per week; writing will be emphasized in all curricular areas; all students will participate in the weekly author's chair (writer's workshop); all students will have a journal for daily writing prompts. Weekly home reading logs are required for all students.</p>	<p>school-wide 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>textbooks \$10,000 (res. 0212) staff salary \$74,487 (res. 0000)</p>
<p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>	<p>school-wide 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>\$500 (res. 0000) Communication to parents</p>

<p>Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, a speech pathologist, and an aide for any student that is need of services under his/her I.E.P.</p> <p>Additional materials and supplies for I.E.P. students will be purchased as needed.</p>	<p>School wide 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 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 type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education Resource Teacher Salary \$3,001 (res. 6500, OB 1104)</p> <p>Speech Pathologist Salary \$1,981 (res. 6500, OB 1105)</p> <p>Special Education Classroom Aide \$2,199 (res. 6500, 3310)</p> <p>Materials/supplies \$500 (res. 6500, OB 4310)</p>
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GOAL:	Staff will understand and respond to the reasons behind student absences and of the importance of attendance while involving parents in finding solutions.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Attendance records and annual survey participation results indicate a need for increased parent involvement and assistance.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1. Attendance records; chronically absent records 2. Middle school drop-out rates 3. Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board <p><u>Outcome</u></p> <ol style="list-style-type: none"> 1. Fewer than 8% of students will be chronically absent. 2. District will maintain 0% dropout rate for middle school. 3. 100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Staff will develop/maintain records of parent involvement.</p>	<p>School-wide 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>Staff salary \$74,487 (res. 0000)</p>
<p>At the beginning of each year, Independent Study information will be provided to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year.</p>	<p>School-wide 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>incentives/rewards \$250 (res.0000) Communication outreach \$500 (res. 0000)</p>
<p>Staff will create newsletters, flyers, maintain website</p>	<p>School-wide 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>communications : newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>
<p>The District will provide home to school transportation.</p>	<p>School-wide 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>-transportation \$37,577 (res.0210)</p>

Hold community events	School-wide 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	-community events \$100 (res. 0000)
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LCAP Year 2

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>1. Attendance records; chronically absent records</p> <p>2. Middle school drop-out rates</p> <p>3. Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p>
	<p><u>Outcome</u></p> <p>1. Fewer than 8% of students will be chronically absent.</p> <p>2. District will maintain 0% dropout rate for middle school.</p> <p>3. 100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Staff will develop/maintain records of parent involvement.</p>	<p>School-wide 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>Staff salary \$74,487 (res. 0000)</p>
<p>At the beginning of each year, Independent Study information will be provided to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year.</p>	<p>School-wide 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>incentives/rewards \$100 Communication outreach \$500</p>
<p>Staff will create newsletters, flyers, maintain website</p>	<p>School-wide 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>communications : newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>
<p>The District will provide home to school transportation.</p>	<p>School-wide 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>-transportation \$37,577 (res.0210)</p>

Hold community events	School-wide 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	-community events \$100 (res. 0000)
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LCAP Year 3

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>1. Attendance records; chronically absent records</p> <p>2. Middle school drop-out rates</p> <p>3. Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p>
	<p><u>Outcome</u></p> <p>1. Fewer than 8% of students will be chronically absent.</p> <p>2. District will maintain 0% dropout rate for middle school.</p> <p>3. 100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>At the beginning of each year, Independent Study information will be provided to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year.</p>	<p>School-wide 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>incentives/rewards \$250 (res.0000) Communication outreach \$500 (res. 0000)</p>
<p>Staff will create newsletters, flyers, maintain website</p>	<p>school-wide 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>communications : newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>
<p>The District will provide home to school transportation.</p>	<p>school-wide 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>-transportation \$37,577 (res.0210)</p>
<p>Hold community events</p>	<p>school-wide 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>community events \$100 (res. 0000)</p>

<p>Maintain records of parent involvement</p>	<p>school-wide 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>Staff salary \$74,487 (res. 0000)</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:	Improve school climate to support a cooperative learning environment		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	
	Suspension rates		Suspension rates as of 02/26/16: 0 % As of 03/18/16: 0%
	Expulsion rates		Expulsion rates as of 02/26/16: 0% As of 03/18/16: 0%
	Report cards, student surveys, school facilities report (Williams FIT), conflict records.		Mediation will handle 65% of minor conflicts: as of 02/26/16: 92% of minor conflicts utilized mediation.
	Outcome:		As of 03/18/16 there were 24 minor conflicts; 43% utilized mediation. Whole school meetings, 2nd Step lessons, and MindUp lessons were increased to address problems within the community. Parents were included in conversations at parent conferences.
	Maintain 0% suspension rate		A minimum of one group project will be completed by all students: outcome exceeded; students have completed multiple group projects.
	Maintain 0% expulsion rate		School facilities will be kept in good condition to provide a safe and comfortable learning environment: all toilets have been replaced in bathrooms; Williams school facilities report documents that the facilities are in good condition.
	Mediation will handle 65% of minor conflicts		
	A minimum of one group project will be completed by all students		
	School facilities will be kept in good condition to provide a safe and comfortable learning environment.		

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments.		-staff salary \$55,909 (res. 0000) - incentives \$150 (res. 0000) - supplies for community building projects \$100 (res. 0000)	Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments has been done and is documented in lesson plans; community/school event presentations; SSC and Board meeting minutes.		-staff salary \$50,614-(res. 0000,1400,5820) incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000)
Scope of service:	School Grades: All		Scope of service:	School wide 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		
Students will be provided with a reward for volunteering their time as mediators.		-incentives \$150 (res. 0000) - incentives/ rewards \$100	Students have been provided with lucky bucks to use at the student store for being mediators.		-incentives \$150 (res. 0000) - incentives/ rewards \$100

Scope of service:	School Grades: All		Scope of service:	School 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		
Bathroom repair/improvement		- Maintenance/custodial \$20,426 (res. 0000)	All toilets have been replaced and bathrooms are in good condition.	- Maintenance/custodial \$20,803 (res. 0000)	
Scope of service:	School Grades: All		Scope of service:	School 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		
A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.		staff salary \$36,158 (res. 0001)	Two teachers have been provided for the morning academics (0.50 FTE teacher salary) to provide more one-one and small group instruction for low income students and to provide more support with the wide range of grade levels.	staff salary \$50,639 (res. 0001) Increase due to salary schedule change	

Scope of service:	School Grades: All		Scope of service:	School Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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, services, and expenditures	Increase second teacher FTE to 0.65; replace playground "fort" structure with new playground structure; make improvements to the kitchen.				

Original Goal from prior year LCAP:	All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric: Daily 5 language arts assessments Assignment records Local math assessments including stamina score State assessments (CAASPP) *will not be applicable unless 10 or more students in the same grade level are assessed in one year County-wide rubrics/assessments will be used to measure the preparedness for county-wide events	Actual Annual Measurable Outcomes:	All students will have instruction and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Met as documented in lesson plans and report cards. All students by the 3rd trimester will achieve an average language arts stamina of 30 minutes. At 1st trimester the average whole school stamina is 28 minutes. At 2nd trimester the average is 37 minutes. All students by the 3rd trimester will achieve an average math stamina of 30 minutes. At 1st trimester	

<p>SARC report; personnel records; report cards; reading logs; incentive/awards given; newsletter</p> <p>Professional development records</p> <p>Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials,</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p> <p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; and School Board</p> <p>Outcome:</p> <p>All students will have instruction of and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts.</p> <p>All students by the 3rd trimester will achieve an average language arts stamina of 30 minutes.</p> <p>All students by the 3rd trimester will achieve an average math stamina of 30 minutes.</p> <p>A baseline score for the CAASPP will be developed *will not be applicable unless 10 or more students in the same grade level are assessed in one year.</p> <p>All students will have access to high quality, common core aligned materials for all subjects 4-8th grade students will have access to Kahn academy accounts throughout the year, including the summer.</p> <p>4-8th grade students will complete a minimum of 1 technology based project.</p>	<p>the average whole school stamina is 29 minutes. At 2nd trimester the average is 35 minutes.</p> <p>A baseline score for the CAASPP will be developed *will not be applicable unless 10 or more students in the same grade level are assessed in one year. Not reportable because less than 10 students were assessed.</p> <p>All students will have access to high quality, common core aligned materials for all subjects 4-8th grade students will have access to Khan academy accounts throughout the year, including the summer. Met; all 2-8th grade students are using Khan academy; online resources; and common core aligned materials for each grade level. TK-1 are using common core aligned materials supplemented with online resources.</p> <p>4-8th grade students will complete a minimum of 1 technology based project. 100% of 4-8 students have completed a minimum of 1 technology based project.</p> <p>Students will have reading logs throughout the year, including the summer. Rewards and incentives will be provided for completed reading logs. Summer reading logs were distributed and collected with rewards provided; reading logs are due every Monday and new logs are distributed every Monday. Rewards are given on Tuesdays. Superintendent rode the bus to help students struggling with completing reading logs and/or homework to develop skills and work habits to spend a minimum of 20 minutes of their morning commute reading and/or doing homework. Awards are provided to students who are working during the bus ride.</p> <p>A staff member will attend at least one professional development class. Outcome exceeded; several workshops have been attended.</p> <p>100% of teachers will be highly qualified and properly credentialed. 100% of teachers are highly</p>
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	<p>Students will have reading logs throughout the year, including the summer. Rewards and incentives will be provided for completed reading logs.</p> <p>A staff member will attend at least one professional development class.</p> <p>100% of teachers will be highly qualified and properly credentialed.</p> <p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p>		<p>qualified and properly credentialed.</p> <p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board. As of the 1st trimester multiple opportunities have been provided and continue to be provided for parents/guardians to be involved. Some of these opportunities have been stated in the stakeholder engagement section. These opportunities have continued throughout the year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff development; daily access to technology and technology based projects.	-professional development \$500 (res. 0000, and 4035) -apps, programs and software \$100 res. 0000) - Internet \$972 (res. 0000) - incentives*see goal above	Staff development oppotunities have been encouraged and several workshops have been attended. Daily access to technology and technology based projects are occuring in the classroom and are documented by student work and assignment logs.	-professional development \$500 (res. 0000, and 4035) -apps, programs and software \$100 res. 0000) - Internet \$1,065 (res. 0000) - incentives*see goal above

Scope of service:	School Grades: All		Scope of service:	School 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		
All students will be given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.		-supplies for projects \$100 (res. 0000) - HERC library contract \$850 (res. 0000)	Students have participated in one or more projects that require critical thinking, problem solving, and creativity. There are frequent math projects and performances. All students participated in Maple Creek Science Fair. Middle school students were provided with additional opportunity to participate in History Day. Two students went on to Humboldt County Science Fair and placed 3rd and 4th.	-supplies for projects \$100 (res. 0000) - HERC library contract \$200 (res. 0000) *reduced contract to library oversight to provide funding for online reading account	
Scope of service:	School Grades: All		Scope of service:	School Grades: All	

<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>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>Fieldtrips will connect students with higher education and working professionals.</p>		<p>- transportation \$31,688 (res. 0210) - fieldtrips \$500 (res. 0000)</p>	<p>Several field trips have been scheduled connected students with professionals in various fields including science, physical education, music and performing arts. Four field trips were for swim lessons; 5 field trips were for music.</p>	<p>-transportation \$33,330(res. 0210) -fieldtrips \$500 (res. 0000)</p>
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p> <p>School</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>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>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program.</p>		<p>-apps, programs and software \$100 res. 0000) - Internet \$972 (res. 0000) - curriculum streaming *see library contract - HERC library</p>	<p>Daily instruction and use of language arts and mathematics skills is occuing utilizing the Daily 5 (Language Arts) and Daily 3 (Mathematics) program.</p>	<p>-staff salary \$50,614-(res. 0000,1400,5820), -apps, programs and software \$100 res. 0000) - Internet \$1,065 (res. 0000) -</p>

		<p>contract \$850 (res. 0000) - textbooks \$410 (res. 0000 and 6300)</p>		<p>curriculum streaming (used online reading and reduced library contract to oversight without books) *see library contract - HERC library contract \$200 (res. 0000) - textbooks \$2,623 (res. 0000 and 6300) - Required new common core mathematics teacher manuals and textbooks as students moved into new grade levels.</p> <p>*staff salary was omitted in budgeted expenditures in the process of transferring data.</p>	
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p>	<p>School 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>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>		<p>- newsletter*see goal below</p>	<p>Parents/guardians are welcomed to participate in school decisions. Invitations to participate are included in every newsletter; at events; at parent conferences; by phone; by personal contact; by email; and by letters.</p>	<p>\$500 (res. 0000) for website; all supplies for newsletter, flyers, letters, parent information packets.</p>
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p>	<p>School 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>What changes in actions, services, and expenditures</p>	<p>Specific writing goals will be added; Summer Learning Program will be offered; add Special Education actions/services.</p>			

Original Goal from prior year LCAP:	Understand and respond to the reasons behind student absences. of the importance of attendance and involve parents in finding solutions.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <p>Attendance records</p> <p>Chronically absent records</p> <p>Middle school drop-out rates</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p> <p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p> <p>Outcome:</p> <p>Each student will have a minimum attendance rate of 94%.</p> <p>District will maintain 0% dropout rate for middle school.</p> <p>100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions.</p> <p>Parents/guardians will participate in one or more of the following: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council, or School Board.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Each student will have a minimum attendance rate of 94%. At 1st Trimester: 67% of TK - 8th grade students have met this goal; 83% of 1st-8th grade students have met this goal; 50% of the students who did not meet the goal are near the goal. 50% are unlikely to meet the goal by the end of the year. 8% of students are chronically absent.</p> <p>At 2nd Trimester: 75% of TK-8th grade met this goal; 81% of K-8 met this goal; 8% of students are chronically absent.</p> <p>District will maintain 0% dropout rate for middle school. The dropout rate is 0%</p> <p>100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. 100% of parents/guardians received information about the importance of attendance the first week of school; information is provided in every newsletter; and student that did not meet the attendance goal the previous year received personal contact within the first 3 weeks of school; any student that has missed 3 or more days in the 1st trimester received outreach from the Superintendent to discuss attendance. Attendance concerns were discussed at parent conferences and some families were contacted by phone and/or mail to express concern and to offer assistance in approving attendance.</p> <p>Parents/guardians will participate in one or more of the following: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council, or School Board. 100% of participated in the first survey sent out; 50% participated in the second survey sent out; 100% participated in parent conferences; 100% have attended an event or are a member of the SSC or the School Board.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Staff will develop/maintain records of parent involvement		-incentives *see goal 1 - community events \$100 (res. 0000)	A record of number of surveys distributed/received has been maintained Report cards provide a record of parent conference attendance SSC; MCFC; School board minutes provide record of participation		-incentives *see goal 1 - community events \$100 (res. 0000)
Scope of service:	School Grades: All		Scope of service:	School 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>Independent Study information will be provided at the start of each year; Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the year. Rewards will be provided for attendance.</p>		<p>transportation *see goal above - incentives *see goal 1</p>	<p>Independent study information was provided the first week of school; students who did not meet the attendance goal in the prior year received extra outreach in the form of personal contact with parent/guardians within the first three weeks of school. Attendance awareness information was posted in every newsletter; teachers discussed the importance of attendance at every parent conference and discussed independent study work; Rewards have been provided for attendance.</p>		<p>transportation *see goal above -incentives *see goal 1</p>
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p>	<p>School 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>Create newsletters, flyers, maintain website.</p>		<p>communications: newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>	<p>Monthly newsletters; flyers; and a school website have been created; maintained; and updated</p>		<p>communications : newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p>	<p>School Grades: All</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			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		
Provide transportation.		transportation *see goal above	Transportation with the Maple Creek School bus is provided		transportation *see goal above
Scope of service:	School Grades: All		Scope of service:	School 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		
Hold community events		-community events \$100 (res. 0000)	Authors Festival; Fall Carnival; Winter Performance; 100 Day Celebration; Valentines Day Celebration; Science Fair, and Spring celebration have occurred. Two students placed 3rd and 4th in the Humboldt County Science Fair. End of the Year performance is scheduled.		-community events \$100 (res. 0000)
Scope of service:	School Grades: All		Scope of service:	School 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>
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What changes in actions, services, and expenditures	No changes are recommended
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	27051
<p>The district should receive \$27,051 in 2016-2017. The district will spend \$51,043 and has budgeted the same amount for future years. We have met the target expenditures, and have surpassed the required amount of increase in services for the next three years. The district will spend \$51,043 on teacher salary to ensure that low-income students are provided with a high teacher to student ratio to support their social/emotional and academics needs. The following websites provide research data proving that reduced class size is advantageous to low-income youth: http://www.classsizematters.org/research-and-links/ ; http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html</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.

18.37	%
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Based on the proportionality calculator, the District is required to show increased or improved services, valued at 18.37%. To increase student support for low-income youth, the district will increase small group and individual instruction time by providing an additional 0.65 FTE highly qualified certificated teacher to teach mathematics and language arts. The following websites provide research data proving that reduced class size is advantageous to low-income youth: <http://www.classsizematters.org/research-and-links/> ; <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

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).