

Introduction:

Orick Elementary School District is a rural single-school K-8 district in Humboldt County. Because it is an elementary district, certain metrics do not apply to the District. State Priority 7 is N/A, as it is an elementary school with self-contained classrooms meeting Fine Arts and PE requirements. These metrics are: share of students that are college and career ready, share of students that pass Advanced Placement exams with a 3 or higher, share of students determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduation rates.

The district does not have English Language Students, Reclassified Fluent English Proficient OR Foster Youth at this time.

The percent of students eligible for Free and Reduced is 100%, therefore all programs are designed to serve unduplicated count students.

LEA: Orick Elementary School District Contact Bil Hawkins, Superintendent, whawkins@humboldt.k12.ca.us, 707-488-2821

LEA: Orick Elementary

Contact: Rea Erickson, Administrative Services, rerickson@nohum.k12.ca.us, ((707)6-77-3

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

Implementation of State Standards: *implementation of academic content and performance standards and English language development*

standards adopted by the state board for all pupils, including English learners. (Priority 2)

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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<p>9/2015 Community luncheon was held at Orick School. Parents and students were in attendance. There was informal discussion regarding LCAP goals.</p> <p>10/24/15 At a community dinner, parents, students and community were in attendance. There was an opportunity for written suggestions after a brief description of the 2015-16 goals.</p> <p>1/2016 Parents and students were given an LCAP survey. 90% of parents and 30% of students responded.</p> <p>02/02/2016 The Site/Advisory council reviewed the surveys and gave input on 2016-19 goals.</p> <p>03/24/2016 The Site/Advisory council reviewed the goals and actions for 2016-19</p> <p>04/05/2016 The school board reviewed the goals and actions for 2016-19</p> <p>06/13/2016 The School Board held a public hearing on the LCAP goals and actions for 2016-19</p> <p>06/14/2016 The School Board adopted the 2016-19 LCAP and Budget.</p>	<p>The community lunch/dinners were included in the actions for 2016-19</p> <p>The surveys indicated that parents wanted more communication. An electric signboard was included in new actions. Parent newsletters will be more frequent. They also wanted more art and music added.</p> <p>The Site/Advisory council wanted to include the purchase and installation of more current technology and internet infrastructure and continue swimming lessons.</p> <p>The schoolboard supported the above items, and included funding for backpacks for kids, a weekend food program to meet the needs of economically disadvantaged students.</p>
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<p>Annual Update:</p> <p>9/2015 Community luncheon was held at Orick School. Parents and students were in attendance. There was informal discussion regarding LCAP goals.</p> <p>9/2015 A staff meeting was held to review the goals.</p> <p>10/24/15 At a community dinner, parents, students and community were in attendance. There was an opportunity for written suggestions after a brief description of the 2015-16 goals.</p> <p>1/2016 Parents and students were given an LCAP survey. 90% of parents responded.</p> <p>02/02/2016 The Site/Advisory council reviewed the surveys and gave input on 2015-16 goals.</p> <p>03/24/2016 The Site/Advisory council reviewed the annual update.</p>	<p>Annual Update:</p> <p>At the community lunch/dinner participants expressed a desire to continue the meals.</p> <p>The staff expressed the positive impact that "cougar bucks" had on students behavior, attendance and academic improvement and agreed to continue this program. They also met to review and recommend adoption of new textbooks.</p> <p>Surveys revealed that students and parents also liked the "cougar bucks", swimming lessons and individual learning. They wanted more communication, so "call em all" was restarted and messages to parents were done.</p> <p>The Site/Advisory council agreed with the positive things stated in the surveys. They wanted more emphasis on web-based learning. The staff researched and purchased more licenses.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in

section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<u>Goal #1:</u> To be better prepared for their academic school day, students will have their nutritional needs met.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local: Orick is a low-income area and the school is the center of the community. The school will assist families with meeting their nutritional needs after the school day by providing community dinners and backpacks of food on weekends.
Identified Need:	100% of students are eligible for free and reduced breakfast and lunch.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Low Income Pupils	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric 1.a Breakfast/lunch count</p> <p>Outcome 1.a Increase meals served to 100%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines.</p>	<p>All 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>\$13,184 FU01,RS0000,0bj 7616 Suppl/Conc.</p>
<p>1.2 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities</p>	<p>All 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>\$50 FU13,obj5210</p>
<p>1.3 Food Services director will attend professional development to remain in legal compliance.</p>	<p>All 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>\$50 FU13,obj5210</p>

<p>1.4 Kitchen and/or equipment will be updated as needed to better serve meals.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 FU13, Res.4400</p>	
<p>1.5 Backpacks with weekend food will be picked up and given to the most economically disadvantaged students. The cost is 265 for 15 students=\$3,975</p>	<p>all Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,975 FU01, RS0000, obj. 5800</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> 1.a Breakfast/lunch count</p> <p><u>Outcome</u> 1.a Increase meals served to 100%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$13,184 FU01, RS0000, obj 7616 Suppl/Conc.
1.2 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50 FU13,obj5210
1.3 Food Services director will attend professional development to maintain legal compliance.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50 FU13,obj5210
1.4 Kitchen and/or equipment will be updated as needed to better serve meals.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$500 FU13, obj.4400

<p>1.5 Backpacks with weekend food will be picked up and given to the most economically disadvantaged students. The cost is 265 for 15 students=\$3,975</p>	<p>All 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>\$3,975 FU01, RS0000, obj.5800</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> 1.a Breakfast/lunch count</p> <p><u>Outcome</u> 1.a Increase meals served to 100%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines.</p>	<p>All 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>\$13,184 FU01, RS0000, obj 7616 Suppl/Conc.</p>

1.2 The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50 FU13,obj5210
1.3 Food Services director will attend professional development to maintain legal compliance.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50 FU13,obj5210
1.4 Kitchen and/or equipment will be updated as needed to better serve meals.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$500 FU13, obj.4400
1.5 Backpacks with weekend food will be picked up and given to the most economically disadvantaged students. The cost is 265 for 15 students=\$3,975	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$3,975 FU01, RS0000, obj.5800

GOAL:	<p><u>Goal #2:</u></p> <p>Students will have access to standards-aligned materials, well-maintained school facilities and highly qualified teachers.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A</p>		
Identified Need:	<p>ELA textbooks are not California Standards aligned.</p> <p>All teachers are currently highly qualified.</p> <p>A maintenance plan for the gym/cafeteria and aging building front building need to be prioritized.</p>			
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>			
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>2.a Percentage of properly credentialed teachers</p> <p>2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC</p> <p>2.c Annual Facilities Inspection Tool (FIT)</p> <p><u>Outcome</u></p> <p>2.a 100% of teachers will be credentialed and properly assigned</p> <p>2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS</p> <p>2.c Inspection will rate facilities in “good “ or better repair</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.1 The district will ensure that teachers are highly qualified in order to provide a quality education for students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$133,336 Teachers salaries, FU 01</p>
<p>2.2 Purchase ELA textbooks that are California Standards based.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,500 FU01,RS0000,0bj4110</p>
<p>2.3 Facilities will be maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. An updated list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.</p>	<p>All 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>\$18,237 FU01,RS8150,0bj2213, Capital Outlay funds to be determined.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	Metric 2.a Percentage of properly credentialed teachers 2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC 2.c Annual Facilities Inspection Tool (FIT) Outcome 2.a 100% of teachers will be credentialed and properly assigned 2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS 2.c Inspection will rate facilities in “good “ or better repair		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
2.1 The district will ensure that teachers are highly qualified in order to provide a quality education for students.	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	\$136,381 Teachers salaries
2.2 Purchase science textbooks that are California Standards based.	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	\$3,500 FU01,RS0000,0bj4110

<p>2.3 Facilities will be maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. An updated list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.</p>	<p>All 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>\$18,237 FU01,RS8150,0bj2213 Capital Outlay funds to be determined.</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> 2.a Percentage of properly credentialed teachers 2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC 2.c Annual Facilities Inspection Tool (FIT)</p>
	<p><u>Outcome</u> 2.a 100% of teachers will be credentialed and properly assigned 2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS 2.c Inspection will rate facilities in “good “ or better repair</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 The district will ensure that teachers are highly qualified in order to provide a quality education for students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$141,075 Teachers salaries</p>

2.2 Purchase Social Studies textbooks that are California Standards based.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$3,500 FU01,RS0000,obj4110
2.3 Facilities will be maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. An updated list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$18,237 FU01,RS8150,obj2213 Capital Outlay funds to be determined.

GOAL:	<p><u>Goal #3:</u></p> <p>Students will be engaged and active learners through hands-on, California Standards aligned instruction.</p>	<p>Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A</p>
Identified Need:	<p>Student performance on state testing have low achievement with more than 86% that did not meet standards in ELA and 0% in math</p>	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>3.a CAASPP and district assessments (Accelerated Reader, San Diego Quick, Accelerated Math, Read Live, textbooks)</p> <p>3.b School attendance rate</p> <p>3.c Chronic absenteeism rate</p> <p>3.d Middle school dropout rate</p> <p>3.e Discipline</p> <p>3.f Classroom Observations</p> <p>3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases</p>
	<p><u>Outcome</u></p> <p>3.a Increase student achievement on state testing by 10%.</p> <p>40% of students will meet standards in ELA as measured by local assessments.</p> <p><i>Example: Accelerated Reader, San Diego Quick, Read Naturally</i></p> <p>20% of students will meet standards in Math as measured by local assessments.</p> <p><i>Example: Accelerated Math, Textbook Assessments</i></p> <p>3.b Increase attendance by 5%.</p> <p>3.c Reduce chronic absenteeism by 5%</p> <p>3.d. Continue 0% middle school dropout rate.</p> <p>3.e Decrease disciplinary actions by 5%.</p> <p>3,f Increase classroom observations and data from observations by 5%.</p> <p>3.f Increase in student engagement by 5% as measured classroom observations at least once a month</p> <p>3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Administrator will actively seek enrichment activities for students including Park Ranger presentations, LEAP activities, and volunteers in art, music and careers. Any needed materials and supplies will be provided.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 for supplies, \$750 FU01,RS0000,obj2160 stipends</p>
<p>3.2 The district will fund professional development in hands-on instruction and multi-grade science classrooms. The district will purchase California Standards NGSS science materials.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 FU01, RS0000, obj.5210, \$500 FU01,RS0000,obj4310</p>
<p>3.3 The district will provide field trips to a variety of venues for a variety of programs, including swim lessons.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 FU01,RS0000,obj5801</p>

<p>3.4 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	<p>All 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>\$800 FU01,RS0000,0bj4310 Suppl/Conc.</p>
<p>3.5 The district will identify and serve students who qualify for special education by purchasing Special Education software and online intervention programs, and continue to maintain a .2 FTE Resource Teacher.</p>	<p>All 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>\$8,323 District contribution to Resource teacher salary</p>
<p>3.6 The district will continue to have a .5 FTE Instructional Aide to assist students academically.</p>	<p>all 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 X Homeless _ Other</p>	<p>\$14,443 Instructional Aide salary, FU01,RS0000</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> 3.a CAASPP and district assessments (Dibels, San Diego Quick, Accelerated Math, Read Live) 3.b School attendance rate 3.c Chronic absenteeism rate 3.d Middle school dropout rate</p>
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3.e Discipline

3.f Classroom Observations

3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases

Outcome

3.a Increase student achievement on state testing by 10%.

40% of students will meet standards in ELA as measured by local assessments.

Example: Accelerated Reader, San Diego Quick, Read Naturally

20% of students will meet standards in Math as measured by local assessments.

Example: Accelerated Math, Textbook Assessments

3.b Increase attendance by 5%.

3.c Reduce chronic absenteeism by 5%

3.d. Continue 0% middle school dropout rate.

3.e Decrease disciplinary actions by 5%.

3,f Increase classroom observations and data from observations by 5%.

3.f Increase in student engagement by 5% as measured classroom observations at least once a month

3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>3.1 Administrator will actively seek enrichment activities for students including Park Ranger presentations, LEAP activities, and volunteers in art, music and careers. Any needed materials and supplies will be provided.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 FU01,RS0000,obj4310, \$750 for stipends</p>
<p>3.2 The district will fund professional development in hands-on instruction and multi-grade science classrooms. The district will purchase California Standards NGSS science materials.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 FU01, RS0000, obj.5210 \$1,000 FU01,RS0000,obj4310</p>
<p>3.3 The district will provide field trips to a variety of venues for a variety of programs, including swim lessons.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 FU01,RS0000,obj5801</p>
<p>3.4 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	<p>All 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>\$800 FU01,RS0000,obj4310 Suppl/Conc.</p>

<p>3.5 The district will identify and serve students who qualify for special education by purchasing Special Education software and intervention programs, and maintaining a .2 FTE Resource Teacher.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input 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>8,709 Resource Teacher salary contrib. from gen fund</p>
<p>3.6 The district will continue to have a .5 FTE Instructional Aide to assist students academically.</p>	<p>all Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$15,118 FU 01, RS 0000</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>3.a CAASPP and district assessments (Dibels, San Diego Quick, Accelerated Math, Read Live)</p> <p>3.b School attendance rate</p> <p>3.c Chronic absenteeism rate</p> <p>3.d Middle school dropout rate</p> <p>3.e Discipline</p> <p>3.f Classroom Observations</p> <p>3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases</p>
	<p><u>Outcome</u></p> <p>3.a Increase student achievement on state testing by 10%.</p> <p>40% of students will meet standards in ELA as measured by local assessments.</p> <p><i>Example: Accelerated Reader, San Diego Quick, Read Naturally</i></p> <p>20% of students will meet standards in Math as measured by local assessments.</p> <p><i>Example: Accelerated Math, Textbook Assessments</i></p> <p>3.b Increase attendance by 5%.</p> <p>3.c Reduce chronic absenteeism by 5%</p> <p>3.d. Continue 0% middle school dropout rate.</p> <p>3.e Decrease disciplinary actions by 5%.</p> <p>3,f Increase classroom observations and data from observations by 5%.</p> <p>3.f Increase in student engagement by 5% as measured classroom observations at least once a month</p> <p>3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Administrator will actively seek enrichment activities for students including Park Ranger presentations, LEAP activities, and volunteers in art, music and careers. Any needed materials and supplies will be provided.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 FU01,RS0000,obj4310, \$750 for stipends</p>
<p>3.2 The district will fund professional development in hands-on instruction and multi-grade science classrooms. The district will purchase California Standards NGSS science materials.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 FU01, RS0000, obj.5210 \$1,000 FU01,RS0000,obj4310</p>
<p>3.3 The district will provide field trips to a variety of venues for a variety of programs, including swim lessons.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 FU01,RS0000,obj5801</p>

<p>3.4 Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.</p>	<p>All 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>\$800 FU01,RS0000,obj4310 Suppl/Conc.</p>
<p>3.5 The district will identify and serve students who qualify for special education by purchasing Special Education software and intervention programs, and maintaining a .2 FTE Resource Teacher.</p>	<p>All 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>8,971 Resource Teacher salary contrib. from gen fund</p>
<p>3.6 The district will continue to have a .5 FTE Instructional Aide to assist students academically.</p>	<p>all 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 X Homeless _ Other</p>	<p>\$15,574 FU 01, RS 0000</p>

GOAL:	<p><u>Goal #4:</u></p> <p>Stakeholders will become more engaged in their students' education by increased awareness of school priorities and through participation in school events, and school services.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A</p>
Identified Need:	<p>There is no current active parent or school volunteer organization.</p> <p>There have been chronic unfilled positions on the school board.</p> <p>As there is no local paper or radio station, and many families do not have access to the internet, communication is a challenge.</p>	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>4.a Parent/community communication: Logs of parent events, notes home, Call 'em all logs, and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p> <p><u>Outcome</u></p> <p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%.</p> <p>4.b Increase survey ratings for both parent and student satisfaction with school programs and opportunities for students by 5%</p> <p>4.c Maintain 0% suspension rate</p> <p>4.d Maintain 0% expulsion.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>4.1 The school will hold community building events such as Back to School night, and community lunches, approximately 5 times.</p> <p style="padding-left: 40px;">Materials</p> <p style="padding-left: 40px;">Food</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$500</p> <p>FU01,RS0000,obj4310</p> <p>\$300 RS 0000, obj 4391</p>

<p>4.2 Administration will continue to keep parents informed and up to date through digital media such as the website, mass phone communications via text or voice through Call 'em all, Facebook and newsletters. In addition, an electronic signboard will be added. Parent conferences will increase.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$250 Fu01,RS0000, obj4310 \$1,500 FU01, RS000, obj.4400</p>
<p>4.3 The Lead Teacher will provide services for at-risk students, including staff meetings, intervention, counseling, and parent communication.</p>	<p>all Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$13,107 Res 0000 obj 10000, 3xxx</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>4.a Parent/community communication: Logs of parent events, notes home, website hits, Call 'em all logs, Facebook "likes", and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p> <p><u>Outcome</u></p> <p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%.</p> <p>4.b Establish baseline ratings for both parent and student satisfaction with school programs and opportunities for students.</p> <p>4.c Reduce suspension by 10%.</p> <p>4.d Maintain 0% expulsion.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>4.1 The school will hold community building events such as Back to School night, and community lunches, approximately 5 times.</p> <p style="padding-left: 40px;">Materials</p> <p style="padding-left: 40px;">Food</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$500</p> <p>FU01,RS0000,obj4310</p> <p>\$300 RS 0000, obj 4391</p>

<p>4.2 Administration will continue to keep parents informed and up to date through digital media such as the website, mass phone communications via text or voice through Call 'em all, Facebook and newsletters. Parent conferences will increase.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$250 Fu01,RS0000, obj4310</p>
<p>4.3 The Lead Teacher will provide services for at-risk students, including staff meetings, intervention, counseling, and parent communication.</p>	<p>all Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$13,107 Res 0000 obj 10000, 3xxx</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>4.a Parent/community communication: Logs of parent events, notes home, Call 'em all logs, and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p> <p>Outcome</p> <p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 75%.</p> <p>4.b Increase survey ratings for both parent and student satisfaction with school programs and opportunities for students by 5%</p> <p>4.c Maintain 0% suspension rate</p> <p>4.d Maintain 0% expulsion.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>4.1 The school will hold community building events such as Back to School night, and community lunches, approximately 5 times.</p> <p style="padding-left: 40px;">Materials</p> <p style="padding-left: 40px;">Food</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$500</p> <p>FU01,RS0000,obj4310</p> <p>\$300 RS 0000, obj 4391</p>

<p>4.2 Administration will continue to keep parents informed and up to date through digital media such as the website, mass phone communications via text or voice through Call 'em all, Facebook and newsletters. Parent conferences will increase.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$250 Fu01,RS0000, obj4310</p>
<p>4.3 The Lead Teacher will provide services for at-risk students, including staff meetings, intervention, counseling, and parent communication.</p>	<p>all Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$13,107 Res 0000 obj 10000, 3xxx</p>

GOAL:	<p><u>Goal #5:</u></p> <p>Students will work towards appropriate digital literacy for state testing and to prepare for high school, college and career readiness.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 _8 Local: N/A</p>
Identified Need:	<p>Parents of recent Orick graduates stated that their students were not prepared for the digital demands of high school. During the Smarter Balanced testing, students were handicapped by low level computer skills.</p>	
Goal Applies to:	Schools:	<p>All</p> <p>Grades: All</p>
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>5.a Tech equipment inventory</p> <p>5.b Updated software inventory</p> <p>5.c Typing speeds of students</p> <p>5.d Professional development attendance for teachers</p> <p>5.e Teacher lesson plans and student schedules</p> <p><u>Outcome</u></p> <p>5.a Technology hardware inventory is up to date</p> <p>5.b Software is inventoried, up to date.</p> <p>5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March</p> <p>5.d Professional development attendance includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the Smarter Balanced testing.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 FU01,RS0000,0 bj4400</p>

<p>5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 FU01,RS0000,obj4341</p>
<p>5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program</p>	<p>All 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>\$2,500 FU01,RS0000,obj5210</p>
<p>5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.</p>	<p>All 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>\$300 FU01,RS0000,obj5207</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>5.a Tech equipment inventory</p> <p>5.b Updated software inventory</p> <p>5.c Typing speeds of students</p> <p>5.d Professional development attendance for teachers</p> <p>5.e Teacher lesson plans and student schedules</p> <p><u>Outcome</u></p> <p>5.a Technology hardware inventory is up to date</p> <p>5.b Software is inventoried, up to date.</p> <p>5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March</p> <p>5.d Professional development attendance includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the Smarter Balanced testing.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 FU01,RS0000,0 bj4400</p>

<p>5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 FU01,RS0000,obj4341</p>
<p>5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program</p>	<p>All 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>\$2,500 FU01,RS0000,obj5210</p>
<p>5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.</p>	<p>All 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>\$300 FU01,RS0000,obj5207</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>5.a Tech equipment inventory</p> <p>5.b Updated software inventory</p> <p>5.c Typing speeds of students</p> <p>5.d Professional development attendance for teachers</p> <p>5.e Teacher lesson plans and student schedules</p> <p><u>Outcome</u></p> <p>5.a Technology hardware inventory is up to date</p> <p>5.b Software is inventoried, up to date.</p> <p>5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March</p> <p>5.d Professional development attendance includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>5.1 The district will survey current technology hardware and determine if there is sufficient up to date equipment for the Smarter Balanced testing.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 FU01,RS0000,0 bj4400</p>

5.2 The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum.	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	\$3,000 FU01,RS0000,obj4341
5.3 Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program	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	\$2,500 FU01,RS0000,obj5210
5.4 The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.	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	\$300 FU01,RS0000,obj5207

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Goal #1: To be better prepared for their academic school day, students will have their nutritional needs met.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low Income Pupils		
Expected Annual Measurable Outcomes:	Metric 1.a Breakfast/lunch count Outcome 1.a Increase meals served to 85%.		Actual Annual Measurable Outcomes:	The breakfast/lunch counts show that 100% of students are served
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines.		\$13,784 FU01,RS0000 ,obj 7616	All students were provided breakfast and lunch. \$11,270	
Scope of service:	All Grades: All		Scope of service:	All students were served. 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		
1.2 The district will hire an instructional aide who will also cover cooking breakfast, morning recess and lunch.		\$1,815 Fu13, obj 2211, obj 3xxxx	An instructional aide was not used to serve breakfast because cafeteria staff was sufficient.		0
Scope of service:	All Grades: All		Scope of service:	All 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		
1. The district will fund professional development for the school cook to attend workshops on nutrition and cooking with commodities		\$445 FU13,obj5210	The county office of education provided training to the school cook to clarify nutritional standards.		0
Scope of service:	All Grades: All		Scope of service:	All 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		
Food Services director will attend professional development to explore best use of commodities		\$445 FU13,obj5210	Annual training for the Food Service Director was provided through the State Department of Education.		There is no charge for the annual training.
Scope of service:	All Grades: All		Scope of service:	All 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		
Administration will explore updating kitchen and/or equipment as needed to better serve meals.		No cost	A computer was purchased to aide the cook in menu planning. A freezer and fixed slicer were repaired.		\$600 for a computer \$389 for equipment repair
Scope of service:	All Grades: All		Scope of service:	All 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	
Administration will explore backpacks for kids food program.		No cost	Information on the program was found. A plan was made for how to pay for and get the backpacks. The program will begin next year in order to complete the planning and application process.	
Scope of service:	All Grades: All		Scope of service:	all 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, servcices, and expenditures	The expenditures will increase to serve all students. Training will continue, but is provided at no cost. An aide will not be used for serving. Funds will be spent to purchase equipment for the cafeteria. The backpacks for kids weekend meal program will start.			

<p>Original Goal from prior year LCAP:</p>	<p><u>Goal #2:</u> Students will have access to standards-aligned materials, well-maintained school facilities and highly qualified teachers.</p>		<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Grades: All</p>	

		Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>2.a Percentage of properly credentialed teachers</p> <p>2.b Student access to standards-aligned instruction materials AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC</p> <p>2.c Annual Facilities Inspection Tool (FIT)</p> <p>Outcome</p> <p>2.a 100% of teachers will be credentialed and properly assigned</p> <p>2.b 100% OF STUDENTS WILL HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS</p> <p>2.c Inspection will rate facilities in “good “ or better repair</p>	Actual Annual Measurable Outcomes:	<p>Outcome</p> <p>2.a 100% of teachers are credentialed and properly assigned</p> <p>2.b 100% OF STUDENTS HAVE ACCESS TO STATE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS AS EVIDENCED IN ANNUAL BOARD RESOLUTION OF SUFFICIENCY OF MATERIALS AND SARC</p> <p>2.c The FIT Inspection rated the facilities in “good “ repair. The gym/cafeteria siding will need to be replaced.The front building that was not modernized and is not in use needs a plan of repair.</p>	
	LCAP Year: 2015-16			
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
2.1 Teachers will maintain their highly qualified status by attending professional development for California Standards curriculum in English language arts, math and science.		\$500 FU01,RS0000 ,obj5210	One of the two teachers attended a common core math workshop. \$149 workshop \$148 for supplies	

Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.2 Purchase math textbooks that are California Standards based and are vertically aligned with high school math curriculum.		\$3,500 FU01,RS0000 ,obj4110	The teachers met at the County Office of education to review math textbooks. One was chosen that would meet the needs of the students and was common core aligned. The school board held a public meeting and adopted the books. Funds were spent to purchase. The teachers used them during the 2015-16 school year.		\$1,500 for textbooks
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.3 Facilities will be cleaned and maintained on a regular basis. A deferred maintenance plan will be established and funds put aside for that maintenance. A list of items that needs to be addressed in the aging building that was not modernized needs to be prioritized and funding put aside.		\$18,237 FU01,RS8150 ,obj2213,3xxx , 5800	The facilities have been cleaned and maintained. Parent and staff surveys show satisfaction in this area.	\$18,516
Scope of service:	All Grades: All		Scope of service: all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, servivces, and expenditures	There are plans for teachers to attend professional development. Only 50% of respondents to the survey agreed that the instructional materials were standards aligned and more standards aligned textbooks will need to be purchased. The gym/cafeteria and front building repairs are in the planning stages. Teachers salaries will be added to next years actions.			

Original Goal from prior year LCAP:	<u>Goal #3:</u> Students will be engaged and active learners through hands-on, California Standards aligned instruction.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual		Actual Annual	

<p>Measurable Outcomes:</p>	<p>Metric</p> <p>3.a Standardized testing</p> <p>3.b School attendance rate</p> <p>3.c Chronic absenteeism rate</p> <p>3.d Middle school dropout rate</p> <p>3.e Discipline</p> <p>3.f Classroom Observations</p> <p>3.g Records of Common Core State Standards (CCSS) implementation to include professional development logs, agendas of staff meeting collaboration time, and instructional materials (IM) purchases</p> <p>API– THIS METRIC IS N/A 2015-16. PLAN WILL BE REVISED AND OUTCOMES SET WHEN NEW SYSTEM IS IN PLACE</p> <p>Outcome</p> <p>3.a Increase student achievement on a variety of assessments including local and state testing by 10%.</p> <p>3.b Increase attendance by 5%.</p> <p>3.c Reduce chronic absenteeism by 10%</p> <p>3.d. Determine middle school dropout rate baseline (average of past 3 year) and decrease by 10%.</p> <p>3.e Decrease disciplinary actions by 10%.</p> <p>3.f Increase classroom observations and data from observations by 10%.</p> <p>3.f Increase in student engagement by 10% as measured classroom observation tool at least once a month</p>	<p>Measurable Outcomes:</p> <p>3.a 33% of students met standards in ELA as measured by local assessments.<i>Example: Accelerated Reader, San Diego Quick, Read Naturally.</i> 15% of students met standards in Math as measured by local assessments.<i>Example: Accelerated Math, Textbook Assessments</i>State testing was baseline last year and results are as follows: participation rate was 100%, 12 students in grades 3-8, results overall: 0 met or exceeded the standards in math and 17% met or exceeded in ELA.</p> <p>3.b Attendance increased by 1% to 88%</p> <p>3.c Chronic absenteeism decreased by 5%</p> <p>3.d. It was determined that the middle school dropout rate was 0.</p> <p>3.e Referrals for discipline decreased by 10% due to the consistent use of "Cougar Bucks" and an instructional aide to assist in a behavior plan.</p> <p>3.f Classroom observations increased by 10%, and data showed that teachers were using common core lessons 80% of the time.</p> <p>3.f Student engagement increased by 10% as measured classroom observation tool.</p> <p>3.g. Half of the teachers have participated in professional development on effective CCSS instructional practices (Kim Sutton math) Discussions of student progress on CCSS have been included at all staff collaboration meetings. All IM purchased are CCSS aligned.</p>
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	3.g. All teachers will participate in professional development on effective CCSS instructional practices, discussions of student progress on CCSS will be included at all staff collaboration meetings, all IM purchased will be CCSS aligned.		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administrator will actively seek suitable mentors for upper grade students. Mentors will be secured and all appropriate regulations such as finger printing and MOUs secured. Administration will look into Big Brother/Big Sister program as a possible for mentoring.	\$250 FU01,RS0000 ,obj5861	Mentors from the Humboldt State University's Leadership Education Adventure Program (LEAP) have visited the school monthly during the year. They provided self-esteem and leadership training through games and activities. No money was spent on fingerprinting as the mentors were already fingerprinted.	0 for fingerprinting
Scope of service:	All Grades: All	Scope of service:	All Upper Grade Girls 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	

The district will fund meeting supplies for the mentoring program.		\$50 FU01,RS0000 ,obj4391	Supplies have not been needed for the mentor program.		0
Scope of service:	All Grades: All		Scope of service:	Upper grade girls Grades: 5th, 6th, 7th, 8th	
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 ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Females)		
The district will reimburse fuel expenses for the mentoring program.		\$200 FU01,RS0000 ,obj4364	This action was deemed unnecessary.		0
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

The district will fund professional development in hands-on instruction and multi-grade science classrooms.		\$500 FU01,RS0000 ,obj5210	No other PD besides math has been done this year.		0
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will purchase California Standards NGSS science materials and curriculum.		\$1,000 FU01,RS0000 ,obj4310	Materials for science have been purchased.		\$1,000
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

The district will purchase equipment for use with California Standards equipment		\$1,000 FU01,RS0000 ,obj4310	Computer was purchased.		\$747
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will provide field trips to a variety of venues for a variety of programs and encourage outside speakers and programs to come to the school.		\$500 FU01,RS0000 ,obj4310	Swimming lessons took place in the Fall and Spring. Volunteers drove 40 miles round trip. Park rangers from Redwood National and State Park came to the school and gave science lessons. The students went to Wolf Creek Environmental Camp for a fieldtrip. LEAP volunteers came at least 3x per month for team building and leadership activities.		\$3,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administration and teachers will provide incentives for attendance, behavior and academic performance through Cougar bucks that can be spent at the student store.		\$800 FU01,RS0000 ,obj4310	The incentive program "Cougar Bucks" was used by staff to encourage increased attendance, academic achievement and positive behavior.		\$800
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will identify and serve students who qualify for special education by purchasing Special Education assessment software and online intervention programs that can be used for all students.		\$1,000 FU01,RS6500 ,obj4310	The assessment software was not purchased this year due to a lack of need for assessment of this year's students.		0
Scope of service:	All Grades: All		Scope of service:	all special education students Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input 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><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input 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>
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<p>What changes in actions, services, and expenditures</p>	<p>Mentors, and associated supplies and fuel may not be included as a budget item, but will continue as opportunity arises.</p> <p>The professional development goal and materials purchase for science will change to language arts for next year, and return to science for 2017-18.</p> <p>The equipment goal may be eliminated.</p> <p>Cougar Bucks will continue.</p> <p>Special Education teacher and intervention materials, as well as an instructional aide will be included 2016-17</p>
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<p>Original Goal from prior year LCAP:</p>	<p><u>Goal #4:</u></p> <p>Stakeholders will become more engaged in their students' education by increased awareness of school priorities and through participation in school events, and school services.</p>	<p>Related State and/or Local Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p> <p>All</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups:</p> <p>Foster Youth, Low Income Pupils</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>4.a Parent/community communication: Logs of parent events, notes home, website hits, Call 'em all logs, Facebook "likes", and attendance school planning meetings, such as LCAP input sessions, School Site Council, Board meetings.</p> <p>4.b Parent/student surveys</p> <p>4.c Student suspension</p> <p>4.d Expulsion rates</p> <p>Outcome</p> <p>4.a Increase parent participation, including parents of students with disabilities, in school events and input in decision making activities to 70%.</p> <p>4.b Establish baseline ratings for both parent and student satisfaction with school programs and opportunities for students.</p> <p>4.c Reduce suspension by 10%.</p> <p>4.d Maintain 0% expulsion.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>4.a Parent participation, including parents of students with disabilities, in school events and input in decision making activities has been 65% as measured by attendance at community dinners, parent conferences, LCAP surveys and attendance at meetings.</p> <p>4.b The baseline ratings for both parent and student respondents was 75% agreed or strongly agree that there were opportunities for parent involvement based on the LCAP surveys.</p> <p>4.c There were no suspensions.</p> <p>4.d 0% expulsion rate was maintained.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
4.1 Administration will work towards holding monthly community building events such as Back to School night, community lunches, homework club: Materials Food		\$500 FU01,RS0000 ,obj4310 \$300 FU13,obj4710	Community dinners were held on 10/27/15, 12/13/15 and 2/17/16. \$58 obj. FU01, obj. 4310 \$300 FU13, obj. 4710		
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
4.2 Administration will explore new ways to keep parents informed and up to date through attending stakeholder participation professional development. Administration will oversee maintaining digital media such as the website, Facebook, Twitter, and mass phone communications via text or voice. Administration will contact school community at least twice a month through mass phone call systems such as Call 'em all. Superintendent secretary will maintain and submit to administration updated student and phone lists as changes occur.		\$250 Fu01,RS0000 ,obj5210	The "call em all" program was continued. HCOE Communication Center developed a web page that is accessable. Facebook and Twitter were not implemented. Secretary maintained parent contact lists.		0 Cost of web page \$1,100

Scope of service:	All Grades: All		Scope of service:	all Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			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		
4.3 A portion of administration and secretarial services will be paid to support the target group of at-risk students through continued planning for interventions, increased communications, school climate, parent club inclusion and other methods to be researched.		\$28,554 FU01, RS0000	The Secretary, Lead Teacher, Resource Teacher, and Superintendent have provided services for at-risk students, including intervention, counseling, and parent communication.		\$32,305
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	<p>The community dinners have been very popular and will continue. There was input that more parent conferences be held to increase participation, and more will be added.</p> <p>The "call em all" program that makes automated calls to families will continue. In addition, more newsletters will be sent home. Facebook presence will be added to next years actions.</p> <p>Administration will observe, coach, and conduct staff meetings, in addition to assisting teachers with assesement and monitoring students to ensure they are working toward meeting standards.</p>
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Original Goal from prior year LCAP:	<p><u>Goal #5:</u></p> <p>Students will work towards appropriate digital literacy for state testing and to prepare for high school, college and career readiness.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 _8 Local:</p>				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
Applicable Pupil Subgroups:	All					

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>Metric</u></p> <p>5.a Tech equipment inventory</p> <p>5.b Updated software inventory</p> <p>5.c Typing speeds of students</p> <p>5.d Professional development log for teachers</p> <p>5.e Teacher lesson plans and student schedules</p> <p><u>Outcome</u></p> <p>5.a Technology hardware inventory is up to date</p> <p>5.b Software is inventoried, up to date and verified that the software covers the Microsoft office, video and page layout</p> <p>5.c Typing speeds of all students improve by 25% from the beginning of the year until tested in March</p> <p>5.d Log of professional development includes digital components for all teachers</p> <p>5.e 100% of students, including students with disabilities, will participate in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>		<p>5.a Technology hardware inventory is up to date and a few items were added.</p> <p>5.b Software is inventoried, up to date and verified that the software covers the Microsoft office, video and page layout. Stakeholders requested that it be reassessed to include infrastructure for the internet, and chromebooks.</p> <p>5.c Typing speeds of all students has improved by 20% from the beginning of the year until tested in March</p> <p>5.d Budget tracking of digital professional development shows that teachers did not attend.</p> <p>5.e 100% of students, including students with disabilities, have participated in fine arts, PE and science and other multidisciplinary learning experiences as well as activities specifically designed to build technology skills.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
The district will survey current technology hardware and determine if there is sufficient up to date equipment for the 2016 Smarter Balanced testing.		\$2,500 FU01,RS0000 ,obj4400	An inventory of hardware was made and a new computer purchased.		\$651
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will survey the current software and determine which programs need to be purchased and installed in order to further with the digital literacy curriculum. Up to date versions of Microsoft Office, a page layout program, a video editing program such as iMovie, and others need to be installed on all computers.		\$3,000 FU01,RS0000 ,obj4341	A current software inventory was made. Items purchased include Read Naturally, Accelerated Math, and Rosetta Stone.		\$2,347
Scope of service:	All Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Preparation of certificated teacher for digital literacy curriculum including professional development, , mileage, prep time for articulation of digital literacy program		\$2,500 FU01,RS0000 ,obj5210	The staff did not attend a workshop.		0
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will fund class registration and fees for digital literacy instruction or for online classes taken by the students.		\$300 FU01,RS0000 ,obj5207	No fees have been associated with digital literacy.		0
Scope of service:	All Grades: All		Scope of service:	all Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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Increase current lower grade teaching position to full time to add 1.5 hours per day for technology preparation and digital literacy instruction.		\$2,938 FU01,RS0000 ,obj1100,3xxx	The Lower grade teacher has increased time for technology teaching to lower grade students.		\$7,132
Scope of service:	All Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	Technology needs will be reassessed Professional development for technology will continue. There have not been fees for digital literacy, but it will continue to be budgeted to meet the needs of students for special curriculum.				

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:	39725
<p>The District is estimating the funds designated as supplemental and concentration for 2016-17 to be \$39,725. As 100% of students qualify for the Free/Reduced Breakfast & Lunch Program, services will be provided district-wide. Support services selected to be of greatest benefit for unduplicated students includes highly qualified classroom instructors, technology equipment, community partnerships, intervention, and on-line educational opportunities. The District will budget \$55,581 in expenditures to serve unduplicated students for the following:</p> <ul style="list-style-type: none"> • Two teachers working almost full-time and an aide will be employed to maintain low class sizes and to provide intensive instructional support. • Increasing hours of secretarial support will ensure all students participate in the food program, and reduce absenteeism. • Academically, the District will train teachers in better ways to teach hands-on lessons that integrate the common core standards and provide the materials and equipment for such lessons. • Teacher leadership will be supported. • In addition, the District will concentrate funds towards digital literacy for their students. 	

- 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.

12.12

%

Based on the proportionality calculator, the District is required to show increased or improved services valued at 12.12%. As the majority of students did not meet standards in ELA or Math, Orick SD will be targeting the academic needs of our low-income student population. Services for our targeted students and all students will be increased by 1) focusing on interventions delivered by a 0.2FTE certificated resource teacher who will add blended services to the target groups, 2) providing 1.9 full time teachers and an .5 aide to improve learning opportunities 3) adding assessment software for Special Education, 4) increasing secretarial support for the food program, as 100% of students are low income. A strong cafeteria program is an increased service the Orick SD is providing especially to meet the needs of low-income students.

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).