

Introduction:

LEA: Fort Ross Elementary School District **Contact (Name, Title, Email, Phone Number):** John Markatos, Superintendent/Principal, fresd@mcn.org, (707) 847-3390 **LCAP Year:** 2016-2017, 6-24-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Students: classroom discussions (4/14/15, grades 5-8) re current programs and activities and suggestions for changes, improvements</p> <p>Parents: Parents Club & SSC meetings (1/12 & 4/7/16) to review 2015-16 LCAP goals & progress and to discuss, develop and endorse revisions to the goals for 2016-17 and beyond</p> <p>Teachers: staff and collective bargaining group meetings (1/7 & 4/6/16) to review 2015-16 LCAP goals and implementation progress, and develop and endorse revisions to goals for 2016-17 and beyond</p>	<p>Students: recommendations considered, implemented; endorsed continued use of technology assisted inst., such as IXL and dreambox, Lexia & Reading Counts programs; also supported environmental ed. programs, matched with PE activities, such as beach, mountain hikes</p> <p>Parents: active in the revisions to the 2016-17 LCAP goals-asked for suggestions re what they can do at home to support teachers’ efforts</p> <p>Teachers: teachers contributed to development 2016-17 plan-asked for continued inst. tech support (Lexia, IXL, dreambox and intervention teacher</p>

<p>Classified: participation in staff meetings (1/7 & 4/6/16) for above purposes, and representation at PC and SSC meetings where goals review and revision occurred PAC: see PC and SSC references above Board: regular updates at ea. mtg re: annual assessment for 2015-16 and revision process for 2016-17;</p>	<p>Classified: participated in goals revision process, resulting in staff dev opportunities for classified in plan PAC: see PC/SSC references above Board: discussed, reviewed mid-year assessment; BOE Pres. participated at one PC/SSC mtg; BOE particularly interested in ongoing parent-school communication and involvement, resulted in classroom blogs, or email communication updates, depending on parent reception</p>
<p>Annual Update: Students: in classroom discussions, principal and teachers described how student progress was monitored and measured Parents: Lexia and SRI Reading Counts results were presented at PC/SSC mtgs; progress was reviewed and discussed Teachers: provided charts at mtgs. w/progress results and asked for parent support at home; requested continued funding for Lexia, SRI Reading Counts and tech assisted instructional support; bargaining unit consulted Classified: concurred w/progress; they were actively involved in decision making; no classified bargaining unit PAC: see reference to PC/SSC above Board: provided w/ mo. updates</p>	<p>Annual Update: Students: students were particularly interested in their Lexia and Reading Counts growth Parents: wanted to know how they could support the learning process at home; discussions ranged from reading times to nutrition and sleep schedules Teachers: principal, parents, staff agreed to continue programs in place Classified: requested training in inst. methodology PAC: see reference to PC/SSC above Board: encouraged greater home-school communications</p>

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).

Action/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 1:	Goal 1: All students including EL, Foster Youth and Low Income, will achieve proficiency in the Common Core State Standards for ELA/literacy, mathematics and ELD standards. Note: Priority 4: N/A for API	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<ul style="list-style-type: none"> Improve fluency and comprehension, including informational text comprehension; assessments (Dibels, Lexia Core 5, SRI Reading Counts) indicate not all students are at grade level. note: this is a K-8 school-N/A: A-G, HS grad rate, AP, EAP
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Goal Applies to:	Schools: Single School District	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> maintain 100% appropriately assigned and credentialed, high quality teachers EL programs and services will enable 100% of EI students to access core and ELD standards (teacher survey and principal observation) all students will have access to standards aligned instructional materials (teacher survey and principal observation) content and performance standards will be implemented for all students, including EL students growth measured by various metrics: DIBELS: grs 1-8-proficiency at 50% or better SRI Reading Counts: grs 1-4-growth target achieved by 60% or better SRI Reading Counts: grs 5-8-growth target achieved by 80% or better dreambox: grs 1-8-math skills improvement by 80% or better SBAC, math: grs 3-8-met/exceeded or nearly met by 55% or better SBAC, ELA: grs 3-8-met/exceeded or nearly met by 70% or better EL students: reclassification and RFEP rates: N/A due to small number of students and confidentiality protection
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) review credentials, provide support for securing appropriate credentials if necessary	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	1000-1999: Certificated Personnel Salaries LCFF \$216,000

		(Specify)	
2) provide appropriate ELD staff dev opportunities	Single school district	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$500 substitutes to support goal 1000-1999: Certificated Personnel Salaries Other \$500
3) purchase materials to ensure access to standards aligned instructional materials for all students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$10,500
4) retain ELA/math consultant for academically at-risk students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$17,000
5) additional time for Inst. Aides for after school planning w/ teacher and tutoring w/ students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$8,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • maintain 100% appropriately assigned and credentialed, high quality teachers • EL programs and services will enable 100% of EI students to access core and ELD standards (teacher survey and principal observation) • all students will have access to standards aligned instructional materials (teacher survey and principal observation) • content and performance standards will be implemented for all students, including EL students • growth measured by various metrics: <ul style="list-style-type: none"> • DIBELS: grs 1-8-proficiency at 50% or better • SRI Reading Counts: grs 1-4-growth target achieved by 60% or better • SRI Reading Counts: grs 5-8-growth target achieved by 80% or better • dreambox: grs 1-8-math skills improvement by 80% or better • SBAC, math: grs 3-8-met/exceeded or nearly met by 55% or better • SBAC, ELA: grs 3-8-met/exceeded or nearly met by 70% or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) review credentials, provide support for securing appropriate credentials if necessary	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$216,000
2) provide appropriate ELD staff dev opportunities	Single school district	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$500 substitutes to support goal 1000-1999: Certificated Personnel Salaries Other \$500
3) purchase materials to ensure access to standards aligned instructional materials for all students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	4000-4999: Books And Supplies LCFF \$10,500

		English proficient _ Other Subgroups: (Specify)	
4) retain ELA/math consultant for academically at-risk students	Single school district	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$17,000
5) additional time for Inst. Aides for after school planning w/ teacher and tutoring w/ students	Single school district	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$8,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • maintain 100% appropriately assigned and credentialed, high quality teachers • EL programs and services will enable 100% of EI students to access core and ELD standards (teacher survey and principal observation) • all students will have access to standards aligned instructional materials (teacher survey and principal observation) • content and performance standards will be implemented for all students, including EL students • growth measured by various metrics: • DIBELS: grs 1-8-proficiency at 50% or better • SRI Reading Counts: grs 1-4-growth target achieved by 60% or better • SRI Reading Counts: grs 5-8-growth target achieved by 80% or better • dreambox: grs 1-8-math skills improvement by 80% or better • SBAC, math: grs 3-8-met/exceeded or nearly met by 55% or better • SBAC, ELA: grs 3-8-met/exceeded or nearly met by 70% or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) review credentials, provide support for securing	SSD	<input checked="" type="checkbox"/> All OR:	1000-1999: Certificated Personnel Salaries LCFF \$216,000

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2) provide appropriate ELD staff dev opportunities	SSD	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$500 substitutes to support goal 1000-1999: Certificated Personnel Salaries Other \$500
3) purchase materials to ensure access to standards aligned instructional materials for all students	SSD	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$10,500
4) retain ELA/math consultant for academically at-risk students	SSD	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$17,000
5) additional time for Inst. Aides for after school planning w/ teacher and tutoring w/ students		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries Supplemental \$8,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: All students will be provided with a positive School Climate and be actively involved in a rich learning environment.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : An increase in students and families new to the district and community are unfamiliar with the coastal and rural environment in which they now live.

Goal Applies to: Schools: Single School District
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- grs 7-8 students will participate at community events (volunteering to host grs K-4 students at Read-Across-America activities or at Community Market w/teacher), as evidenced by attendance rosters for the events
- students will have access to all required areas of study as well as enrichment programs in music, art, science, as evidenced by attendance rosters for the coursework and programs
- students will showcase skills and participate in the annual winter and spring shows, as evidenced by attendance rosters for the shows
- suspensions and expulsion rates will be maintained at current levels, or fewer (one suspension, no expulsions), as recorded in CALPADS
- ADA will be at 94% or above, as recorded in school records, budget documents
- no chronic absenteeism in 2015-16-will maintain that status
- this is an elementary school-no MS dropout rate-all enrolled students matriculate to the high school after 8th gr, unless they move away with their parents
- HS dropout rate: N/A
- HS grad. rate: N/A
- buildings and grounds will be maintained in good repair as evidenced by FIT (available in SARC)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) students will help at the Sunday Market and participate in the annual winter & spring shows	single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Other \$100 5000-5999: Services And Other Operating Expenditures Other \$500

<p>2) whole-school supplemental instructional activities (maker projects, robotics, origami, papermaking, etc.) will occur throughout the year</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies LCFF \$500</p>
<p>3) appropriately trained consultants will provide enrichment programs in music, art and science</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$5,400</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • grs 7-8 students will participate at community events (volunteering to host grs K-4 students at Read-Across-America activities or at Community Market w/teacher) • students will have access to all required areas of study as well as enrichment programs in music, art, science • students will showcase skills and participate in the annual winter and spring shows • suspensions and expulsion rates will be maintained at current levels (no more than one suspension & no expulsions) • ADA will be at 94% or above, as recorded in school records, budget documents • no chronic absenteeism in 2015-16-will maintain that status • this is an elementary school-no MS dropout rate-all enrolled students matriculate to the high school after 8th gr, unless they move away with their parents • HS dropout rate: N/A • HS grad. rate: N/A • buildings and grounds will be maintained in good repair as evidenced by FIT (available in SARC)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) students will help at the Sunday Market and participate in the annual winter & spring shows</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>4000-4999: Books And Supplies Other \$100 5000-5999: Services And Other Operating Expenditures Other \$500</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2) whole-school supplemental instructional activities (maker projects, robotics, origami, papermaking, etc.) will occur throughout the year	Single School District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$500
3) appropriately trained consultants will provide enrichment programs in music, art and science	Single School District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Other \$5,400

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- grs 5-8 students will participate at community events (volunteering to host grs K-4 students at Read-Across-America activities or at Community Market w/teacher)
 - students will have access to all required areas of study as well as enrichment programs in music, art, science
 - students will showcase skills and participate in the annual winter and spring shows
 - suspensions and expulsion rates will be maintained at current levels (no more than one suspension & no expulsions)
 - ADA will be at 94% or above, as recorded in school records, budget documents
 - no chronic absenteeism in 2015-16-will maintain that status
 - this is an elementary school-no MS dropout rate-all enrolled students matriculate to the high school after 8th gr, unless they move away with their parents
 - HS dropout rate: N/A
 - HS grad. rate: N/A
 - buildings and grounds will be maintained in good repair as evidenced by FIT (available in SARC)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) students will help at the Sunday Market and participate in the annual winter & spring shows	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Other \$100 5000-5999: Services And Other Operating Expenditures Other \$500
2) whole-school supplemental instructional activities (maker projects, robotics, origami, papermaking, etc.) will occur throughout the year	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$500
3) appropriately trained consultants will provide enrichment programs in music, art and science	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5000-5999: Services And Other Operating Expenditures Other \$5,400

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: Parents will be actively involved in the development and sustaining of an optimal learning environment for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : An increase in EL students and parents, some of whom are reluctant to join school activities.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: EL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 1) a majority of the students will be represented by their parents at Parents Club & SSC meetings, where they will have the opportunity to provide input and participate in the decision-making process (as evidenced by minutes listing participants)
 2) 80% of students will be represented by their parents at Back-to-School Night and other informational meetings, as evidenced by sign-in rosters

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parents will be invited to meetings via the Weekly Bulletin, e-mails, and personally, including their home language as appropriate	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost 0000: Unrestricted LCFF \$0
2) Meetings will include a social component (refreshments, meet & greet)	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost \$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 1) a majority of the students will be represented by their parents at Parents Club & SSC meetings, where they will have the opportunity to provide input and participate in the decision-making process (as evidenced by minutes listing participants)
2) 80% of students will be represented by their parents at Back-to-School Night and other informational meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parents will be invited to meetings via the Weekly Bulletin, e-mails, and personally, including their home language as appropriate	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost 0000: Unrestricted LCFF \$0
2) Meetings will include a social component (refreshments, meet & greet)	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 1) a majority of the students will be represented by their parents at Parents Club & SSC meetings, where they will have the opportunity to provide input and participate in the decision-making process (as evidenced by minutes listing participants)
2) 80% of students will be represented by their parents at Back-to-School Night and other informational meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parents will be invited to meetings via the Weekly Bulletin, e-mails, and personally, including their home language as appropriate	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	no cost \$0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2) Meetings will include a social component (refreshments, meet & greet)	Single School District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost \$0

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

GOAL 4:	Goal 4: Students will be knowledgeable and informed re: the environment and ecology of their community.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Many students, even long time residents, are unfamiliar with the coastal & rural environment in which they live.
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Goal Applies to:	Schools: Single School District
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> all students will demonstrate familiarity & knowledge about their local environment with age appropriate oral, pictorial, written and video demonstrations, as evidenced by teacher grade books noting performance
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) instructional activities will incorporate local field trips: beaches, tide pools, Gualala River, forest	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$500
2) physical education program will include local trails hiking	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost \$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: • students will demonstrate familiarity & knowledge about their local environment with age appropriate oral, pictorial, written and video demonstrations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) instructional activities will incorporate local field trips: beaches, tide pools, Gualala River, forest	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$500
2) physical education program will include local trails hiking	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: • students will demonstrate familiarity & knowledge about their local environment with age appropriate oral, pictorial, written and video demonstrations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) instructional activities will incorporate local field trips: beaches, tide pools, Gualala River, forest	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5000-5999: Services And Other Operating Expenditures LCFF \$500

		English proficient _ Other Subgroups: (Specify)	
2) physical education program will include local trails hiking	Single School District	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost \$0

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	<p>A) All students will be proficient in the CA Standards (Common Core [CC]). (4A)</p> <p>B) All staff will participate in ongoing professional development supporting CC implementation. (2A)</p> <p>C) All students will read at or above grade level. (4A)</p> <p>D) All students will perform at or above grade level in math. (4A)</p> <p>E) EL Students will demonstrate proficiency w/informational text comprehension (CAASPP). (2B, 4D)</p> <p>F) Students will have tech. skills for accessing knowledge & demonstrating competencies. (7, 8)</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>ELA: all students make progress toward gr level proficiency</p> <ul style="list-style-type: none"> text & teacher assessments utilized to monitor progress-continue gathering data w/ 5 assessments listed below attendance at ELA, EL & math workshops; (no specifically EL targeted training in 14-15; attend at least one in 15-16) <p>Maintain no teacher misassignments</p> <p>Maintain access to standards aligned instructional materials</p> <p>improved fluency, comprehension, assessed with:</p> <ul style="list-style-type: none"> DIBELS: grs K-4: 57% at gr level proficiency; increase students at gr level proficiency by 5% grs 5-8: 75% at gr level proficiency; increase students at gr level proficiency by 5% dreambox on-line learning resources: see 2014-15 annual update for baseline data increase percent of students proficient in CC math standards by 2% Scholastic Reading Counts Lexile monitoring: see 2014-15 annual update for baseline data grs K-4: 58% at gr level proficiency; increase proficiency by 2% grs 5-8: 84% at gr level proficiency; increase or maintain proficiency CAASPP: 64-74% of students will achieve gr level 	Actual Annual Measurable Outcomes:	<p>Actual Annual Measurable Outcomes:</p> <p>ELA: all students made progress toward gr level proficiency</p> <ul style="list-style-type: none"> text & teacher assessments were utilized to monitor progress-continue gathering data w/ 5 assessments listed below: All teachers and admin attended an ELA and/or math workshop. No EL workshops were attended. No teacher misassignments Access to standards aligned instructional materials was maintained through the purchase of CC aligned instructional materials for piloting purposes. Improved fluency, comprehension was assessed with: DIBELS: -grs. 1-4 gr level proficiency at 50%, down fr: 57% grs 5-8: gr level proficiency at 50%, down fr: 75% <p>New SBAC assessments are not equivalent to previous tests and they will have their own base-line data as noted below:</p> <ul style="list-style-type: none"> 2015 SBAC scores: -math standard met/exceeded: 24% math standard nearly met: 29% math standard not met: 47% 2015 SBAC scores: -ELA standard met/exceeded: 24% ELA standard nearly met: 43% ELA standard not met: 33%

<p>proficiency</p> <ul style="list-style-type: none"> • CELDT: 20% RFEP rate <p>Improved math skills</p> <ul style="list-style-type: none"> • test & teacher assessments utilized to monitor progress-continue gathering data w/ 4 assessments listed below (excludes CELDT) • CAASPP 44-64% of students will achieve gr level proficiency • increase 3 year average by 3pts <ul style="list-style-type: none"> • EL students-ELA: 21-27% of students will achieve gr level proficiency • EL students-Math: 30-42% of students will achieve gr level proficiency <p>Reclassification of English Learners: 20% of English Learners were reclassified in 2014-15 Metric: 20% of English Learners will be RFEP, depending on enrollment of English Learners, (in a tiny school of 30 students, an enrollment fluctuation may result in 20% of a given population equaling less than one student).</p> <p>Greater student facility: tablets, desktops, software, 24 tablets-increase tablets to 1:1 ratio</p>	<ul style="list-style-type: none"> • Scholastic Reading Counts SRI growth target: • grs K-4: 69% met growth target, up fr: 58% • grs 5-8: 83% met growth target, down fr: 84% <ul style="list-style-type: none"> • CELDT: RFEP rate maintained by 20% • dreambox: grs 1-8: math skills improved by 96% • Text and teacher assessments utilized to monitor progress-continue gathering data w/ 4 assessments listed below (excludes CELDT) • English Learner population too small to report due to confidentiality <ul style="list-style-type: none"> • Greater student facility: tablets, desktops, software, 24 tablets-increased tablets to 1:1 ratio
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services																									
	Budgeted Expenditures		Estimated Actual Annual Expenditures																								
1A) Provide highly qualified teachers	partial funding: parcel tax 1000-1999: Certificated Personnel Salaries LCFF \$213,500	Provided HQT	cert. salaries excluding adm. 1000-1999: Certificated Personnel Salaries LCFF \$204,000																								
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Single school district</td> </tr> </table>	Scope of Service	Single school district		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Single School District (SSD)</td> </tr> </table>	Scope of Service	Single School District (SSD)																					
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<input type="checkbox"/> Foster Youth																											
<input type="checkbox"/> Redesignated fluent English proficient																											

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
1A) Provide CC aligned instructional materials	partial funding: categorical and other resources 4000-4999: Books And Supplies LCFF \$18,500	Provided CC aligned inst. material-decrease reflects fewer texts & iPads, purchased this year	budgeted expends included all Object Code 4000; estimated actual only includes inst. materials; fewer texts purchased this year; fewer students enrolled 4000-4999: Books And Supplies LCFF \$8,557
Scope of Service Single school district X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service SSD X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1A) Provide art, music, poetry, environmental ed. instruction to all students	partial funding: LCFF 5000-5999: Services And Other Operating Expenditures Other \$4,700	Provided art, music, env. ed. & sci enrichment programs to all students.	5000-5999: Services And Other Operating Expenditures LCFF \$1,000 5000-5999: Services And Other Operating Expenditures Other \$5,600
Scope of Service Single school district X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service SSD X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1B) Teachers will continue district, SCOE prof. dev.	partial funding: categoricals 1000-1999: Certificated Personnel Salaries LCFF \$4,000	Teachers continued prof. dev. Reduced expenditure reflects schedules, sub availability conflicts	1000-1999: Certificated Personnel Salaries Other \$1,025 5000-5999: Services And Other

				Operating Expenditures Other \$340
<p>Scope of Service Single school district</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SSD</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>1C) and 1D) Teachers will provide rigorous instruction with extra support as needed (consulting teacher & resource teacher targeted assistance) and</p> <ul style="list-style-type: none"> increased opportunities for reading (and writing) poetry-in-the-schools reading challenge access to librarian led weekly reading hr Project-based learning math activities (materials, field trips, tablets, IXL, IA) 	<p>enrichment programs 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>on-line resources 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>consultants, books: Parents Club, Ed. Found, Lottery 5000-5999: Services And Other Operating Expenditures Supplemental \$12,500</p> <p>Inst. Aides 2000-2999: Classified Personnel Salaries LCFF \$20,500</p>	<p>all programs implemented except poetry-in-the-schools: consultant not available (poetry consultant would have been about \$4,500, resulting in the reduced expenditure)</p>	<p>enrichment programs 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>on-line resources 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>ELA, math consultant 5000-5999: Services And Other Operating Expenditures Supplemental \$17,000</p> <p>Inst. Aides 2000-2999: Classified Personnel Salaries Supplemental \$8,000</p> <p>2000-2999: Classified Personnel Salaries LCFF \$3,500</p>	
<p>Scope of Service Single school district</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SSD</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>1F) Teachers will provide instruction</p>	<p>Two additional tablets; partial</p>	<p>tablets purchased; teachers</p>	<p>4000-4999: Books And Supplies</p>	

<p>with extra support as needed (see above) Each student will have access to tablets or computers in class</p>	<p>funding: categorical 4000-4999: Books And Supplies LCFF \$1,200</p>	<p>collaborated with consulting and resource teachers both in instructional strategies and resources to be utilized</p>	<p>LCFF \$1,200</p>
<p>Scope of Service Single school district</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SSD</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1E) Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading, and Increased opportunities for reading and writing</p> <ul style="list-style-type: none"> • informational text • reading challenge • access to librarian led wkly reading hour 	<p>support services 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>consultants, books 5000-5999: Services And Other Operating Expenditures Supplemental</p> <p>see 1C & 1D Supplemental</p>	<p>consulting & resource teachers continued w/ classroom and support teachers providing instruction, practice in decoding informational text readings in the new ELA piloted materials (Engage NY & H-M). The Reading Challenge resulted in grs 5-8 students reading over 1 million words each, during the year. Volunteer librarian hosted reading club for all age groups on a weekly basis</p>	<p>expenditures listed above 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>
<p>Scope of Service Single school district</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SSD</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will provide rigorous</p>	<p>see above 5000-5999: Services</p>	<p>Additional IA time utilized; consulting &</p>	<p>additional IA time included above 0</p>

instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading	And Other Operating Expenditures Supplemental 0 additional IA time 2000-2999: Classified Personnel Salaries LCFF \$2,000	teachers noted above (see 1C & D)									
<table border="1"> <tr> <td data-bbox="100 308 241 381">Scope of Service</td> <td data-bbox="241 308 562 381">Single school district</td> </tr> <tr> <td colspan="2" data-bbox="100 381 562 686"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Single school district	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1035 308 1176 381">Scope of Service</td> <td data-bbox="1176 308 1514 381">SSD</td> </tr> <tr> <td colspan="2" data-bbox="1035 381 1514 686"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	SSD	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Single school district										
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Scope of Service	SSD										
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For re-designated Fluent English Proficient pupils: additional assistance for core subjects as needed-see above service	see above 5000-5999: Services And Other Operating Expenditures Supplemental 0	no RFEP students this year	see budgets above								
<table border="1"> <tr> <td data-bbox="100 828 241 901">Scope of Service</td> <td data-bbox="241 828 562 901">Single school district</td> </tr> <tr> <td colspan="2" data-bbox="100 901 562 1206"> _ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Single school district	_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1035 828 1176 901">Scope of Service</td> <td data-bbox="1176 828 1514 901">SSD</td> </tr> <tr> <td colspan="2" data-bbox="1035 901 1514 1206"> _ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	SSD	_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Single school district										
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Scope of Service	SSD										
_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The consulting teacher will return; additional Instructional Aide time will continue; one-to-one technology access will continue but we will expand equipment use opportunities to other equipment formats such as Chromebooks, in addition to iPads										

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

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

Original GOAL 2 from prior year LCAP:	A) Students will be knowledgeable & informed re: the environment & ecology of their community.(7, 8) B) Student access to fine arts including, art, music, poetry. (7, 8)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will participate and volunteer at local events: <ul style="list-style-type: none"> Regional & State Parks for Earth Day clean-up activities Community market grs 7 & 8 students will offer tech assistance table to community members Volunteer FD cadet participation will continue at 80% of grs 7 & 8 students ADA: 94%-staff will remind parents to provide notes, reasons for absences maintain field trip schedule 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Clean-up days implemented Community market w/ 7 & 8 grade tech support not provided due to reduction in 7th & 8th gr enrollment; same for cadet program requiring minimum age for participation ADA maintained, with teachers utilizing emails, verbal reminders & Weekly Bulletin field trips reduced due to no bus driver 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2A) Project-based learning and integrated thematic instruction will be utilized for increasing student knowledge	Instructional materials, supplies 4000-4999: Books And Supplies LCFF \$1,000 field trips 2000-2999: Classified Personnel Salaries Other \$1,000	<ul style="list-style-type: none"> PBL & ITI implemented via marine life curriculum and instruction activities field trips reduced due to vacant bus driver position 	4000-4999: Books And Supplies LCFF \$1,000
Scope of Service	Single school	Scope of Service	SSD
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2B) Hands-on project-based instruction will be provided to all students so they are guided in creating their own art, music and poetry. Art, music, poetry & science consultants will be employed to supplement teacher instruction in these areas	partial funding: LCFF 5000-5999: Services And Other Operating Expenditures Other \$4,500 partial funding: LCFF 4000-4999: Books And Supplies Other \$500	all programs implemented (except poetry): art, music, science, including project-based learning activities, i.e.. integrated science-art projects were integral components of the school curriculum in ELA and Math	expenditure noted in goal 1 5000-5999: Services And Other Operating Expenditures Other 5000-5999: Services And Other Operating Expenditures LCFF \$1,000
Scope of Service: Single school <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: SSD <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue with the new music program, and with the current art and science programs; we will attempt to recruit a poetry teacher and an astronomy teacher. Expenditures may increase about 20%.		

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

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

Original GOAL 3 from prior year LCAP:	A) Maintain a safe, inviting, functional school site (see FIT) for students and community. B) Community access to facilities after school hours.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Single School District Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	maintain FIT status maintain 0 suspensions, expulsions maintain or improve Stakeholder Survey responses re safety (6C) facilities use by parents for student and curriculum related socials (EL parent meetings) will increase metric: no socials now; allow student birthday parties and curriculum related socials	Actual Annual Measurable Outcomes: Maintained FIT status Maintained 0 suspensions, expulsions Stakeholder Survey was replaced with a Stakeholder Roundtable Discussion Group Facilities used by parents for student and curriculum related socials EL parent attend. increased fr: one-two parents to eight-10 or more Student birthday parties and curriculum related socials took place this year through the use of district facilities	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3A) Maintain current grounds and building maintenance services (contracted). 3A1) roof repairs	Ongoing 0000: Unrestricted LCFF 45,000 0000: Unrestricted LCFF 30,000	3A) Maintained current grounds and building maintenance services (contracted). 3A1) Roofing project postponed resulting in significant savings; no home-to-school transportation this year also resulted in significant reductions	ongoing grounds and building maintenance @ \$25,000 0000: Unrestricted LCFF \$25,000
Scope of Service	single school	Scope of Service	SSD
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>3B) Parents will be encouraged to use facilities for student related social events and for socials that are curriculum oriented.</p>	<p>maintain 0</p>	<p>3B) Parents were encouraged verbally by teachers and admin to use facilities for student related social events and for socials that are curriculum oriented (opera, yoga, and other activities were offered by parents and community members); after-school student birthday parties were a big success.</p>	<p>no cost \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">single school</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	single school		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">SSD</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	SSD	
Scope of Service	single school						
Scope of Service	SSD						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The decision to open Fund 14-Deferred maintenance was significant and much needed in terms of a reserve for future major repairs.</p>						

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

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

Original GOAL 4 from prior year LCAP:	Parents will be engaged and involved (3)		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	increase parental involvement <ul style="list-style-type: none"> increase number of parents regularly attending PC & SSC mtgs fr 3 to 4. increase number of parents of unduplicated and special needs students regularly attending PC & SSC mtgs from fr 1 to 2. 		Actual Annual Measurable Outcomes:	Increased parental involvement <ul style="list-style-type: none"> increased number of parents regularly attending PC & SSC mtgs from 3 to 4, to 12 and more. increased number of parents of unduplicated and special needs students regularly attending PC & SSC mtgs from fr 1 to 2, to 3-4.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Parent Club & Site Council meetings will take place every two-three months.	no cost 0		Parent Club & Site Council meetings took place every trimester.	no cost \$0
Scope of Service	single school		Scope of Service	Single School District
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
EL parents, as well as others not usually involved will be recruited to	no cost 0		EL parents, as well as others not usually involved were recruited to	no cost \$0

<p>participate at school mtgs and events. EL parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home. Invitations and presentations will be in Spanish. Low income parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home.</p>		<p>participate at school mtgs and events; one is now the president of the Parents Club. EL parents were invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home. Now that they have a leadership roll, they are the ones running the gatherings, events, and meetings. Invitations and presentations were in English and Spanish. Low income parents were invited and now participate in social gatherings, to learn strategies for improving their students' study skills at home.</p>	
<p>Scope of Service: single school</p> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: SSD</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The social hour, especially the venue for birthday parties addressed in Goal 3, seemed to encourage follow-up attendance at school meetings. Electing an EL parent as president also increased EL parent attendance at meetings. Both of these strategies will be pursued as part of the 2016-17 and beyond plans.</p>		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$16,669
This amount will be used to partially fund the consulting teacher and instructional aides in each classroom, who will provide the supplementary services listed above (extra instructional assistance in the classroom) to English Learners, Low Income students and Re-designated FEP students. The consulting teacher provides an additional highly skilled part-time certificated teacher whose work is unanimously assessed as very effective by all other staff and the principal. Proficiency in both math and science for at-risk children has significantly increased during the two years the consulting teacher has been on board. Likewise, additional planning time for the instructional aides with their teacher is highly effective in implementing instructional strategies. There currently are no Foster Youth enrolled in the district. We are using the full amount of our supplemental/concentration grant for our unduplicated 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.

8.9	%
The percentage by which services for unduplicated students must be increased/improved, compared to services provided for all students, is 8.9%. Two Inst. Aides provide services for all students and the consulting teacher provides services in grades K-4; they also provide supplemental services for EL and FRLP students (no Foster Youth enrolled). Additional services focused on these students include after-school teacher-Instructional Aide planning time for each of these students, and after-school and summer tutoring. The additional services will be funded by LCFF base grant money and the ratio of time for all services for unduplicated low income, EL and FRLEP students, as compared to all students, is expected to equal or exceed 8.9%. That is reflected in the proportional time of one-on-one instruction that unduplicated count students receive above and beyond what all students receive.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	364,900.00	281,222.00	259,500.00	259,500.00	259,500.00	778,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	341,700.00	249,257.00	228,000.00	228,000.00	228,000.00	684,000.00
Other	10,700.00	6,965.00	6,500.00	6,500.00	6,500.00	19,500.00
Supplemental	12,500.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	364,900.00	281,222.00	259,500.00	259,500.00	259,500.00	778,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	75,000.00	25,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	217,500.00	205,025.00	216,500.00	216,500.00	216,500.00	649,500.00
2000-2999: Classified Personnel Salaries	23,500.00	11,500.00	8,000.00	8,000.00	8,000.00	24,000.00
4000-4999: Books And Supplies	21,200.00	10,757.00	11,100.00	11,100.00	11,100.00	33,300.00
5000-5999: Services And Other Operating Expenditures	27,700.00	28,940.00	23,900.00	23,900.00	23,900.00	71,700.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	364,900.00	281,222.00	259,500.00	259,500.00	259,500.00	778,500.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	75,000.00	25,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	217,500.00	204,000.00	216,000.00	216,000.00	216,000.00	648,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	1,025.00	500.00	500.00	500.00	1,500.00
2000-2999: Classified Personnel Salaries	LCFF	22,500.00	3,500.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	1,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	8,000.00	8,000.00	8,000.00	8,000.00	24,000.00

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).