

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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

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>Teachers: Informal discussions on district goals and priorities.</p> <p>Classified: Discussion with classified at Board meetings and informal conversations around district goals and priorities.</p> <p>Students: Informal conversations with students during recess and afterschool.</p> <p>Parents: Informal conversation with parents including formal conversations at the Board meetings where their input on making decisions around district initiatives was sought.</p> <p>Community: Board meetings, weekend social gatherings, community BBQ.</p> <p>Local bargaining unit N/A.</p>	<p>Teachers: We agreed to focus on project based learning and embed Pomo culture into the curriculum</p> <p>Classified: Staff suggested and agreed to be part of the Pomo culture integration into the curriculum.</p> <p>Students: Curriculum modifications were made to integrate Pomo culture into the classroom, centered around student input and need.</p> <p>Parents: Offered ideas for inclusion of Pomo culture into the curriculum that were integrated. Structure of learning environment was modified to include PBL and make.</p> <p>Community: Many are involved in including Pomo culture into the curriculum.</p>

<p>Data was introduced during the conversations noted below, that informed the decision making process.</p> <p>Teachers: Informal discussions on district goals and priorities.</p> <p>Classified: Discussion with classified at Board meetings and informal conversations around district goals and priorities.</p> <p>Students: Informal conversations with students during recess and afterschool.</p> <p>Parents: Informal conversation with parents including formal conversations at the Board meetings where their input on making decisions around district initiatives was sought.</p> <p>Community: Board meetings, weekend social gatherings, community BBQ.</p> <p>Local bargaining unit N/A.</p>	<p>Review of the Annual Update/data resulted in an agreement to continue the following suggestions from stakeholders:</p> <p>Teachers: We agreed to focus on project based learning and embed Pomo culture into the curriculum</p> <p>Classified: Staff suggested and agreed to be part of the Pomo culture integration into the curriculum.</p> <p>Students: Curriculum modifications were made to integrate Pomo culture into the classroom, centered around student input and need.</p> <p>Parents: Offered ideas for inclusion of Pomo culture into the curriculum that were integrated. Structure of learning environment was modified to include PBL and make.</p> <p>Community: Many are involved in including Pomo culture into the curriculum.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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:	Goal 1: Students will demonstrate an increase in proficiency in grade level standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" 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 :	Based on last year's observations, students need a more dedicated curriculum, structure and nurturing, to increase their academic achievement and engagement. N/A: API, A-G/CTE, AP, EAP, CELDT/Reclassification rates Students are all performing below grade level (CAASPP results unavailable – they will be used as a baseline)		
Goal Applies to:	Schools:	LEA wide	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately assigned and fully credentialed. 2. All students will have access to standards aligned curriculum (Common core and ELD standards) 3. 100% implementation of state board adopted academic content and performance standards will occur 4. All students, including unduplicated students, will have access to a broad course of study as applicable. 5. 80% of students will test proficient on the state mandate PE assessment. 6. There will be a 10% increase in students reading at grade level in AR. 		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 A fully credentialed teacher will be hired and appropriately assigned; necessary staff will be hired and retained.	LEA wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" 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)_____	IA \$24,488- Sup/con (MGMT 1000) 2XXX, 3XXX \$66,000- 1XXX, 3XXX Res 0000, MGMT 0100; Resources 1400 & 5810 \$96,688- 30%sup/con 70%base Resource 0000 Object 5838 (MGMT 2700 & 7150)
1.2 There will be 100% implementation of required curriculum in	LEA wide	<input checked="" type="checkbox"/> ALL	Included in 1.1

<p>ELA and Math. NGSS will be researched and piloted.</p>		<p>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>1.3 Students will be taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness.</p>	<p>LEA wide</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>Included in 1.1</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately assigned and fully credentialed. 2. All students will have access to standards aligned curriculum (Common core and ELD standards) 3. 100% implementation of state board adopted academic content and performance standards will occur 4. All students, including unduplicated students, will have access to a broad course of study as applicable. 5. 85% of students will test proficient on the state mandate PE assessment. 6. There will be a 15% increase over the previous year, in students reading at grade level in AR.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1.1 A fully credentialed teacher will be hired and appropriately assigned; necessary staff will be hired and retained.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" 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>IA \$24,488- Sup/con (MGMT 1000) 2XXX, 3XXX</p> <p>\$66,000- 1XXX, 3XXX Res 0000, MGMT 0100; Resources 1400 & 5810</p> <p>\$96,688- 30%sup/con 70%base Resource 0000 Object 5838 (MGMT 2700/7150)</p>
<p>1.2 There will be 100% implementation of required curriculum in</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Included in 1.1</p>

<p>ELA and Math. NGSS will be implemented.</p>		<p>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>1.3 Students will be taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" 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>Included in 1.1</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will be appropriately assigned and fully credentialed. All students will have access to standards aligned curriculum (Common core and ELD standards) 100% implementation of state board adopted academic content and performance standards will occur All students, including unduplicated students, will have access to a broad course of study as applicable. 87% of students will test proficient on the state mandate PE assessment. There will be a 5% increase over the previous year, in students reading at grade level in AR.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 A fully credentialed teacher will be hired and appropriately assigned; necessary staff will be hired and retained.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" 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>IA \$24,488- Sup/con (MGMT 1000) 2XXX, 3XXX \$66,000- 1XXX, 3XXX Res 0000, MGMT 0100; Resources 1400 & 5810 \$96,688- 30%sup/con 70%base Resource 0000 Object 5838 (MGMT 2700/7150)</p>
<p>1.2 There will be 100% implementation of required curriculum in</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Included in 1.1</p>

ELA and Math. NGSS will be fully implemented.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
1.3 Students will be taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness.	LEA wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Included in 1.1

GOAL:	2: Parents will be involved in their students' education in order for students to be successful.	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 :	All parents, including parents of ELs, low income, foster youth and students with disabilities, need to be involved in their students' education through increased opportunities to provide input on district decisions, and increased opportunities for engagement.
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	50% of parents will participate in the LCAP Survey and provide input on the district's goals for increased student achievement 75% of parents will attend school events as measured through observation and sign-in sheets
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Website will be maintained as a site for updated legal and community services	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Resource 0000 OB 5817 \$4000- MGMT 7150
2.2 Parent Council newsletter will be sent to parents in hard copy	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost
2.3 Principal will reach out personally to recruit parents to	LEA Wide	<input checked="" type="checkbox"/> ALL	No cost

participate in school functions		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	60% of parents will participate in the LCAP Survey and provide input on the district’s goals for increased student achievement 80% of parents will attend school events as measured through observation and sign-in sheets
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Website will be maintained as a site for updated legal and community services	LEA Wide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 OB 5817 \$4000- MGMT 7150
2.2 Parent Council newsletter will be sent to parents in hard copy	LEA Wide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
2.3 Principal will reach out personally to recruit parents to participate in school functions	LEA Wide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	80% of parents will participate in the LCAP Survey and provide input on the district’s goals for increased student achievement 85% of parents will attend school events as measured through observation and sign-in sheets
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Website will be maintained as a site for updated legal and community services	LEA Wide	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Resource 0000 OB 5817 \$4000- MGMT 7150
2.2 Parent Council newsletter will be sent to parents in hard copy	LEA Wide	<input checked="" type="checkbox"/> ALL	No cost

		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	
2.3 Principal will reach out personally to recruit parents to participate in school functions	LEA Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No cost

GOAL:	3: Students will feel safe and secure at school in order too be successful	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6x ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Students need to feel safe and secure at school in order to be successful. There has been some aggressive behavior experienced by students at school leading to students feeling unsafe (as noted through observation). N/A: MS and HS drop out rates, HS grad rate
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Goal Applies to:	Schools: LEA wide Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Facilities: Maintain “good” rating 2. Suspensions: Maintained at 0 3. Expulsions: Maintained at 0 4. CHKS – 75% of students will report feeling safe at school 5. Attendance rate to increase 2% over baseline established in 2015-16
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide counseling services for all students as needed	LEA wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No cost. Counseling services provided by tribal counsel.
3.2 Provide character building/social/emotional curriculum	LEA wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Resource 1100 \$1905 4XXX MGMT 1100

3.3 Maintain current facilities with janitorial services and maintenance repairs and supplies.	LEA wide	<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)_____	Resource 0000 MGMT 8110 OBS 4380, 58xx \$5200
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Facilities: Maintain “good” rating 2. Suspensions: Maintained at 0 3. Expulsions: Maintained at 0 4. CHKS – 80% of students will report feeling safe at school 5. Attendance rate to increase 2% over baseline established in 2015-16
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide counseling services for all students as needed	LEA wide	<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)_____	Counseling services will be provided by the tribal council.
3.2 Provide character building/social/emotional curriculum	LEA wide	<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)_____	Resource 1100 \$1905-4XXX MGMT 1100
3.2 Maintain current facilities with janitorial services and maintenance repairs and supplies.	LEA wide	<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)_____	Resource 0000 MGMT 8110 OBS 4380, 58xx \$5200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Facilities: Maintain “good” rating 2. Suspensions: Maintained at 0 3. Expulsions: Maintained at 0 4. CHKS – 90% of students will report feeling safe at school 5. Attendance rate to increase 2% over baseline established in 2015-16
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
3.1 Provide counseling services for all students as needed	LEA wide	<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) _____	Counseling services will be provided by the tribal council.
3.2 Provide character building/social/emotional curriculum	LEA wide	<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) _____	Resource 1100 \$1905-4XXX MGMT 1100
3.3 Maintain current facilities with janitorial services and maintenance repairs and supplies.	LEA wide	<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) _____	Resource 0000 MGMT 8110 OBS 4380, 58xx \$5200

GOAL:	4: Students will be engaged in their learning	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need:	There is low attendance and chronic absenteeism		
Goal Applies to:	Schools:	LEA Wide	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Increase attendance to 85% Decrease chronic absenteeism by 2% of current rate All students will participate in curriculum on the Pomo language as indicated by the instructional schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language	LEA Wide	<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) _____	Resource 4510 OB 4310 & 5830 \$4000-

4.2 Integrate technology into the Make space of the classroom	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" 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)_____	Resource 0000 MGMT 1000 Sup/Con OB 5840 \$4500
4.3 Provide lunch at no cost to students	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" 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)_____	Resource 0000 Sup/Con MGMT 3700 \$4299

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Increase attendance to 90% 2. Decrease chronic absenteeism by 1% of current rate 3. All students will participate in curriculum on the Pomo language as indicated by the instructional schedule		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language	LEA Wide	<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)_____	Resource 4510 OB 4310 & 5830 \$4000-
4.2 Integrate technology into the Make space of the classroom	LEA Wide	<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)_____	Resource 0000 MGMT 1000 Sup/Con Obj 5840 \$4500
4.3 Provide lunch at no cost to students	LEA Wide	<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)_____	Resource 0000 Sup/Con MGMT 3700 \$4299

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase attendance to 95% 1. Increase attendance to 95% 2. Decrease chronic absenteeism to 0%		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language	LEA Wide	<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) _____	Resource 4510 OB 4310 & 5830 \$4000-
4.2 Integrate technology into the Make space of the classroom	LEA Wide	<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) _____	Resource 0000 MGMT 1000 Sup/Con Obj 5840 \$4500
4.3 Provide lunch at no cost to students	LEA Wide	<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) _____	Resource 0000 Sup/Con MGMT 3700 \$4299

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 from prior year LCAP:	Goal 1: Students will demonstrate an increase in proficiency in grade level standards		Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__x__ 8x__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>Metrics: 10% increase in level of proficiency in local assessment results from Fall 2015 – Spring 2016. (to be developed) Baseline year achievement data to be determined by 2015 SBAC results</p> <p>Benchmarks: CELDT: N/A Reclassification rate: N/A (All English speakers) A-G: API: N/A Teacher Misassignments: 0 Teacher training in implementation of CCSS in ELA/Math Grades TK-8: Minimum of two days professional development in CA Standards. There are no identified English Learner students in the districts, and therefore there is no need for determining how these services will enable English Learners to access CCSS and ELD standards.</p>	Actual Annual Measurable Outcomes:	<p>Based on observational assessments and Lexia results, all students were found to not be proficient. At least 90% of students were identified at risk in ELA. Go-Math assessments revealed: Students showed improved scores in research and inquiry. Most students, however, continue to be below standards in reading and writing. CELDT and Reclass rate: N/A AIP: N/A Teacher Misassignments: 0 100% Fully-credentialed. Teacher training in implementation of CCSS in ELA/Math did not occur due to transportation and funding issues. An on-site review of standards by administration occurred on early-release days and 2x/week during lesson planning sessions. CAASSP results showed: There was overall improvement in communicating and reasoning with mixed results in concepts, procedures, problem solving, modeling and data analysis.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Provide highly qualified teacher/s		\$137,500 1.0 FTE + .5 FTE Rs 0000, 0014 Obj 1100,3xxx	A highly qualified teacher was provided.		\$21,486
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Provide local administrator (contracted through Sonoma County Office of Education)		\$47,745 .5 FTE Rs 0000 Obj 1300, 3xxx	A local administrator was provided through SCOE		\$96,690 Administrator assumed teaching position also
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Provide Instructional assistant to provide intervention services for students		\$45,555 75% of 1.0 FTE TA Rs 0000 Obj 2100, 3xxx	An IA was provided to give intervention services for students. Cost was more than anticipated.		\$87,728
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<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)_____		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)_____	
Provide Professional Development (to be provided by SCOE ESS) on implementation of California Standards (ELA/Math/NGSS) with emphasis on how to implement in multi-age classroom	\$2,000 Rs 4035, 5810 Obj 52xx	This action did not occur due to transportation and funding issues. CC training on ELA/Math was provided by the administration on early release Wednesdays and during lesson planning time.	\$0 service was not provided
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<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)_____		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)_____	
Determine and implement benchmark assessments in ELA/Math in all grade levels with assistance provided by SCOE ESS.	\$2,000 Rs 5810 Obj 1100	Benchmark assessments were completed through Lexia and GoMath with assistance provided by SCOE ESS.	No cost
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<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)_____		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)_____	
Provide services for students with Disabilities	\$15,520 25% of 1.0 FTE TA Rs 6500, 3310 Obj 2100, 3xxx	Services were provided for students with disabilities. At least 90 min./with individualized instruction provided by the SPED teacher.	Included in teacher/admin salaries
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<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)_____	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?	As most actions for this goal, were deemed effective this goal will remain the same. We will endeavor to implement those actions that were not implemented, and or poorly implemented, during the 2016-17 school year. New strategies will be used to increase student achievement. Classroom layout will be changed to Make/Project Based to increase learning and teaching opportunities and student engagement. Efforts to increase student achievement were successful overall. Specifically, we had one student who couldn't read, learn to read.

Original GOAL from prior year LCAP:	Goal 2 Parents will be involved in their students' education in order to be successful.	Related State and/or Local Priorities: 1__ 2__ 3x__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Schoolwide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	40% of parents are involved in the school as measured by survey at conclusion of the school year.	Actual Annual Measurable Outcomes:	80% of parents were involved in the school, and provided input on district decision making as measured by observation. Parents came to school celebrations per the sign-in sheets. Attendance at graduation was 100%. Parents spoke at graduation.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Website will be maintained as a site for updated legal and community services, as well as communication to parents.	\$1,000 Rs 0000, 5810 Obj 5830	Website was maintained primarily for calendar and community services, parent communication, and other information pertinent to the school day. Legal information was not provided on the website. SCOE support was a greater cost than anticipated.	\$5,425
Scope of service: School wide <input checked="" type="checkbox"/> ALL		Scope of service: School wide <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)_____			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)_____		
Parent Council newsletter will be sent to parents to provide updates in order to recruit parent involvement in programs		No cost	Parent newsletters were sent by the PT Group to inform parents of activities and provide updates.		No cost
Scope of service:	School wide		Scope of service:	School wide	
x ALL			x 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)_____			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?		Parents will be encouraged to be more present on campus through hiring them to provide recess and other monitoring duties. Our efforts were successful as illustrated by the increased parent attendance at the school site on a daily basis, increased communication with the administrator and teacher, and cooperation at the graduation. We will maintain our efforts around this goal.			

Original GOAL from prior year LCAP:	Goal 3 Students will feel safe and secure in order to be successful	Related State and/or Local Priorities: 1_x 2__ 3__ 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: School wide	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 CHKS – To be administered in 15-16; 75% of students will report feeling safe at school (CHKS=California Healthy Kids Survey) FIT: All “good” ratings Attendance rate to increase to 85% in 2015-16 school year MS and HS drop out rates N/A HS grad rate N/A	Actual Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 CHKS was not administered FIT: facilities inspection did not occur. Fire inspection and visual inspection by Board president and administration revealed several repairs. Attendance rate above 90%. MS and HS drop out rates N/A HS graduation rate N/A
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide counseling services with an MOU with an outside agency.	\$6,000 Rs 5810 Obj 5830	Counseling was not provided due to unable to find a qualified replacement for the counselor who was dismissed.	No cost
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Provide social emotional programs as part of the curriculum with support from SCOE ESS in choosing and training staff in program.	4,000 Rs 0000 Obj 5800	This service was not provided. Anti-bullying videos were shown by administrator followed by discussion.	No cost
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Maintain current facilities with janitorial services and maintenance repairs and supplies	\$15,000 Rs 0000 Obj 2200, 3xxx	Maintained current facilities with janitorial services and maintained repairs and supplies. Expenses were lower than necessary as equipment was needed to do repairs. These funds will be rolled over for summer repairs.	\$5400-
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to _____	Surveys will be administered (LCAP and Bright Bytes) next year. Student engagement around the LCAP will take place through circle time and lunch with the principal. There is greater parent participation and through observation, students seem to be enjoying the school and feel welcomed. They come during off hours to assist with school duties, indicating their sense of _____		

Original GOAL from prior year LCAP:	Goal 4 Students will be engaged in their learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: School wide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Attendance: 85% Chronic absenteeism: 10% Technology: Increase of 10% in reported use of integration of technology as reported by Bright Bytes Survey between Fall 2015 administration of survey and Spring 2016 administration of survey Course Access: All students, including EI, LI, FY and SWD, have access to art, PE, library, and Pomo Language instruction as indicated by instructional schedule PFT: Records from PFT will reflect all students participated in the assessment.	Actual Annual Measurable Outcomes:	Attendance: Above 90% Chronic absenteeism: 0% Technology: Bright Bytes survey was not conducted so measure of technology increase did not occur. Lexia was installed to increase use. Course Access: All students, including EI, LI, FY and SWD, had access to art, PE, library, and Pomo Language instruction as indicated by instructional schedule. All students participated in the PFT.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reduce absenteeism by providing incentives, support parents to get students to school, and provide engaging curriculum	\$1,000 Rs 5810 Obj 4310	Incentives such as carved statues, and other wooden objects as they relate to the Pomo culture were provided to encourage attendance. Group rewards such as Fun Friday were also given. Parents were asked to sign in daily and were thanked by administration for getting their student(s) to school. To increase the engagement of students with the curriculum, the natural environment was integrated. Reflection on their learning was also new and encouraged.	No cost
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<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)_____		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)_____	
Integrate use of technology into instruction for all students as recommended by SCOE technology staff	\$2,500 Rs 5810 Obj 5800	SCOE technology staff recommended use of Lexia which required students learn how to use the computers. Students also conduct research using the internet.	\$1000- cost lower than expected
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input 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)_____		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)_____	
Administer the Bright Bytes Survey to students and teacher/s in Fall 2015 and Spring 2016.	100 Rs 5810 Obj 5800	Bright Bytes Survey was not given due to reorganization for stakeholder input.	No cost
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input 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)_____		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)_____	
Access for all students to library, PE and music	\$1,000 Rs 5810 Obj 4310	Students were provided with access to library, PE (min. 2x/week) and music services (1/2 of the year).	No cost
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input 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)_____		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)_____	

Provide Pomo Language Instruction	\$4,000 Rs 4510 Obj 2900, 3xxx	Pomo language instruction occurred 2-5x/wk.	\$4,000-
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ 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 actions and services did have a positive action on student engagement leading us to the conclusion to continue them next year. A more dedicated curriculum utilizing Pomo culture and language will take place and be created. We are unable to afford the Bryte Bites survey so that will be removed as an action. Instead we will be doing door-to-door home visit surveys.		

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:	\$ 33,492-
Supplemental and concentration funds were spent on providing an Instructional Aide support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009). This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006)	

- 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.

21.75	%
<p>Services for unduplicated pupils will be increased/improved by our proportionality percentage of 21.75As reflected in LCAP 3 year plan. Our entire allotment of supplemental/concentration grant funds will be spent on the services described in section 3A. These services demonstrate increased service for our unduplicated pupils, who will receive improved access to high quality instruction and materials, all of which will be provided as additional services over and above the base program. When compared to our base program funding this represents improvement in service for our unduplicated students of 21.75%</p>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).