

**Introduction:**

**LEA:** Two Rock Union School District **Contact (Name, Title, Email, Phone Number):** Toni Beal, Superintendent/Principal, tbeal@trusd.org, 707-762-6617 **LCAP Year:** 2016-2017

### ***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>The new 3 year LCAP draft was discussed with all stakeholder groups. At each meeting of Two Rock School Educational Foundation (TRSEF), which is our parent group, at our English Learner Advisory Committee (ELAC) meetings, and at our Site Council meetings (our Parent Advisory Committee), we presented data, discussed needed revisions and noted goals met. Three of the members of the LCAP committee are also members of the local bargaining unit (Two Rock Educators Association or TREA) and have kept TREA members informed of the process and progress throughout the year.</p>	<p>Throughout the year, the stakeholders provided positive input on our progress and revisions to goals, actions and services.</p> <p>The responses to the final draft are listed below:</p> <p>School Board – 6/15</p> <p>The Board Members expressed appreciation for the work of the committee, and had no requests for changes to the document.</p>

<p>Site Council/LCAP Committee meetings: Membership on this committee included bargaining unit members, including the current president of TREA, parents including a parent member of ELAC, the CBO and superintendent. Meeting dates: 10/27, 12/1, 1/26, 2/23, 3/29, 4/26, 5/24</p> <p>Students: All students completed surveys identifying what they liked about Two Rock and what suggestions they had for improving the school.</p> <p>ELAC Committee meetings Parents were surveyed to identify the best time for meetings. Meetings dates: 9/25, 10/23, 12/11, 1/22, 2/26, 3/11, 4/22, 5/20</p> <p>TRSEF: This committee is our Education Foundation which is comprised of parents from the Coast Guard station and local dairies. Meeting dates: 9/3, 10/15, 1/21, 2/18, 4/7, 5/5</p> <p>School Board: Meeting dates: 8/13, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/10, 4/14, 5/12. The Public Hearing for the LCAP and the budget were held on 6/15. The LCAP and the budget were approved by the Board on 6/23.</p>	<p>ELAC – 5/20 The 2016-17 LCAP and Annual Update was presented to the ELAC Committee for review and comments. There were no questions that required a written response.</p> <p>Site Council/LCAP – 5/24 The 2016-17 LCAP and Annual Update was presented to the Site Council for review and comments. There were no questions that required a written response.</p> <p>TRSEF – 5/26 The 2016-17 LCAP and Annual Update was presented at the TRSEF meeting for review and comments. All comments were positive, and there were no questions that required a written response.</p>
<p><b>Annual Update:</b> Throughout the school year, the LCAP committee discussed our process and progress with stakeholders. At meetings of Two Rock School Educational Foundation (TRSEF), which is our parent group, at our English Learner Advisory Committee (ELAC) meetings, and at our Site Council meetings (our Parent Advisory Committee), we presented data, discussed needed revisions and noted goals met. Three of the members of the LCAP committee are also members of the local bargaining unit (Two Rock Educators Association or TREA) and have kept TREA members informed of the process and progress throughout the year. At the beginning of the school year, discussions revolved around data and metrics, actions and services that were completed and whether goals were met.</p> <p>Site Council/LCAP Committee meetings: Membership on this committee</p>	<p><b>Annual Update:</b> The decision was made early in the year to combine the Site Council and the LCAP committees into one committee. Two ELAC parents were solicited to be representatives on this committee on a rotating basis.</p> <p>Dec and Jan SC/LCAP committee meetings: Discussed current metrics and those still needing to be gathered. Revised the parent survey and agreed on format for student survey.</p> <p>Feb Site Council/LCAP meeting: Reviewed additional metrics. Made final adjustments to student and parent surveys.</p> <p>March Site Council/LCAP meeting:</p>

included bargaining unit members, including the current president of TREA, parents including a parent member of ELAC, the CBO and superintendent.  
Meeting dates: 10/27, 12/1, 1/26, 2/23, 3/29, 4/26, 5/24

Students: All students completed surveys identifying what they liked about Two Rock and what suggestions they had for improving the school.

ELAC Committee meetings

Parents were surveyed to identify the best time for meetings. Discussions were held with parents to talk about their needs and the needs of their students.  
Meetings dates: 9/25, 10/23, 12/11, 1/22, 2/26, 3/11, 4/22, 5/20

TRSEF: This committee is our education foundation which is comprised of parents from the Coast Guard station and local dairies.  
Meeting dates: 9/3, 10/15, 1/21, 2/18, 4/7, 5/5

School Board:

Meeting dates: 8/13, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/10, 4/14, 5/12, 5/24

Throughout the process, opportunities for input were provided at staff meetings, monthly ELAC meeting, monthly Site Council meetings, and TRSEF meetings. In addition, information was posted in the monthly issue of the Bobcat News (newsletter). A parent survey was sent home with the second trimester report cards, and a student survey was completed in every classroom. In addition, updates were presented at School Board meetings for discussion and input.

Reviewed results of student survey, feedback from ELAC parents and 2nd semester report cards. Also compiled data from initial return of parent surveys.

Results of student survey showed no mention of bullying. A significant number of students mentioned a safe school, teachers, PE classes, Library, Art, and Music as things they like about Two Rock, along with sports and technology. When listing ways to improve our school, a significant number of students mentioned separate play areas for older and younger students, more time to eat lunch, better food, a need to update the older student bathrooms, updating the track, adding more art and adding more after school enrichment programs in Spanish, cooking knitting and book club.

ELAC parents identified a need for a summer program for students to provide assistance with English. Parents appreciated the Rosetta Stone program that is provided for them to learn English. Parents also voiced a need for a preschool program since there was none readily available in the area and parents were traveling to Tomales for their preschool program. Parents also expressed an interest in developing a spring cultural festival and dance classes after school to teach students cultural songs and dances to present at the festival.

Parent Survey results show that 23% of parents returned the survey this year. Parents identified a need for 1) after school homework help, 2) More art and music instruction as well as other enrichment offerings 3) improved relationships with aides and yard duties. More detailed results are noted in the LCAP metrics section.

This is the first year that our 5th graders took the California Healthy Kids Survey. Response rate was 67%. Students identified a need for clear behavior consequences, more instruction on conflict resolution and socio-emotional skills. They also identified a need for more student voice. Detailed results are included in the LCAP metrics section.

April Site Council/LCAP meeting: Finalized needed updates to LCAP document in preparation for presentation to the Board and Stakeholder groups later in the month.

May SC/LCAP: Finalized LCAP draft.

Board: Discussed need to have Coast guard and English Learner parent input at the board level. In the absence of qualified members of these stakeholder groups too fill the board vacancy seat, they have requested that we pursue a non-voting seat on the board for both stakeholder groups.

The Board also discussed that it is important that district/superintendent goals be reflected in the LCAP document: Address declining enrollment through expansion of programs such as Farm to Table, preschool program, upgrading of facilities including playground and landscaping and energy upgrades.

## 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?

<p>GOAL 1:</p>	<p>All students will be proficient in grade level standards</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 _ 8 <input checked="" type="checkbox"/>          COE only: 9 10          Local : Specify</p>
<p>Identified Need :</p>	<p>Metric –          SBAC:Schoolwide:          English Language Arts: 45% exceeded/met          Math: 47% exceeded/met</p> <p>Low Income students:          English Language Arts: 31% exceeded/met          Math: 40% exceed/met</p> <p>English Language Learners:          English Language Arts; 15% exceeded/met          Math: 44% exceeded/met</p> <p>Percentage performing at grade level in local assessments (based on 2nd trimester report cards) ELA - 63%, Math – 71%,          API Score (baseline – 2013 – 851),          Percentage of students advancing CELDT one level: 6%          Reclassification rate of returning EL students: 44%</p> <p>CCSS implementation: Students are using newly adopted Math curriculum. We are adopting CCSS ELA/ELD materials for the 16-17 school year.</p> <p>ELD standards including integrated and designated ELD have been introduced to classroom teachers and utilized by ELD teacher.</p> <p>Teacher misassignment rate: 100% teacher correctly assigned. Williams Act certification: all students have access to CCSS materials.</p> <p>State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Increase % of students meeting or exceeding standards in ELA and Math by 3% for all students, low income and English Language Learner students.
- Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%
- Increase previous year's percentage of students advancing CELDT one level by 3%
- Increase the reclassification rate of returning EL students by 2%
- Maintain teacher misassignments at 0%
- CCSS implementation: Students will use CCSS Math curriculum and newly adopted ELA curriculum that included designated and integrated ELD.
- All students will have access to standards based materials and textbooks. (Williams Act)
- State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified teachers.	Districtwide	<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 \$645,111.00 3000-3999: Employee Benefits LCFF \$276,350
1.2: Provide instructional assistants to assist students in classrooms	Districtwide	<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 LCFF \$30,970 3000-3999: Employee Benefits \$7,327
1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS including	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	5000-5999: Services And Other Operating Expenditures Other \$6,396 5800: Professional/Consulting Services And Operating

<p>integrating technology into the curriculum.</p>		<p><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>Expenditures Other \$10,000</p>
<p>1.4: Provide CCSS-aligned materials. Purchase CCSS English Language Arts and English Language Development materials.</p>	<p>Districtwide</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 Common Core \$33,200</p>
<p>1.5: Provide CCSS based assessments and report cards. District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness. Third - sixth grade teachers will utilize SBAC interim assessments to measure student progress.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>1.6 Provide intervention services for students performing below grade level. Provide necessary hours per week of Language Arts and/or Math intervention services based on data from local assessments</p>	<p>Districtwide</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>1000-1999: Certificated Personnel Salaries Supplemental \$13,137                  3000-3999: Employee Benefits Supplemental \$2,122</p>
<p>1.7 Provide intervention services for students with disabilities</p>	<p>Districtwide</p>	<p><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</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other \$243,000</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities	
1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher. This may include after school or summer support in addition to support during the school day.	Districtwide	<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)	1000-1999: Certificated Personnel Salaries Supplemental \$39,570 3000-3999: Employee Benefits Supplemental \$11,655 1000-1999: Certificated Personnel Salaries Other \$23,050 3000-3999: Employee Benefits Other \$5,234
1.9 Utilize Response to Intervention strategies to differentiate curriculum for students in the classroom.	District 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)	4000-4999: Books And Supplies Supplemental \$5,468
1.10 Provide preschool program for students.	Districtwide	<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)	0000: Unrestricted \$0
1.11 Provide BTSA support for beginning teacher	Districtwide	<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 checked="" type="checkbox"/> Other Subgroups: (Specify)	01-6264-0-0000-0000-5899-000-0000. This will be from carryover from the Educator Effectiveness funds from 2015-2016. Other \$6,600

1.12 Investigate after school and summer intervention programs.	Districtwide	Students with disabilities <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)	0000: Unrestricted \$0
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Increase % of students meeting or exceeding standards in ELA and Math by 3% for all students, low income and English Language Learner students.  Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%, disaggregated into students without IEPs and students with IEPs Increase previous year's percentage of students advancing CELDT one level by 3% Increase the reclassification rate of returning EL students by 2% Maintain teacher misassignments at 0% CCSS implementation: Students will use newly adopted Math curriculum. Teachers will implement adopted ELA materials. ELD standards will be used by classroom teachers and utilized by ELD teacher. All students will have access to standards based materials and textbooks. (Williams Act)  State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified teachers.	Districtwide	<input checked="" type="checkbox"/> 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)	0000: Unrestricted LCFF \$661,300 3000-3999: Employee Benefits LCFF \$280,000
1.2: Provide instructional assistants to assist teachers in	Districtwide	<input checked="" type="checkbox"/> All	2000-2999: Classified Personnel Salaries LCFF \$31,400

classrooms	e	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)	3000-3999: Employee Benefits LCFF \$7,950
1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.	Districtwide	<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)	0000: Unrestricted Other \$6,400
1.4: Provide CCSS-aligned materials. If available, complete adoption process for CCSS Language Arts materials.	Districtwide	<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)	0000: Unrestricted \$0
1.5: Provide CCSS based assessments and report cards. District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness.	Districtwide	<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)	0000: Unrestricted \$0
1.6 Provide intervention services for students performing below grade level. Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based	Districtwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	0001-0999: Unrestricted: Locally Defined Supplemental \$13,200 3000-3999: Employee Benefits Supplemental \$2,600

<p>on data from local assessments and teacher input</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>1.7 Provide intervention services for students with disabilities</p>	<p>Districtwide</p>	<p><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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  Students with disabilities</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other \$250,000</p>
<p>1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher</p>	<p>Districtwide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$39,570                  1000-1999: Certificated Personnel Salaries Other \$17,700                  3000-3999: Employee Benefits Supplemental \$12,386                  3000-3999: Employee Benefits Other \$5,563</p>
<p>1.9 Utilize Response to Intervention strategies to differentiate curriculum for students in the classroom.</p>	<p>Districtwide</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 \$5,500</p>
<p>1.10 Provide preschool program</p>	<p>Districtwide</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</p>	<p>0000: Unrestricted Other \$0</p>

		_ Other Subgroups: (Specify)	
1.11 Provide BTSA to beginning teacher	Districtwide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Other \$6,600
1.12 Provide after school and summer intervention programs	Districtwide	_ All ----- OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Other \$5,000

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase % of students meeting or exceeding standards in ELA and Math by 3% for all students, low income and English Language Learner students.</p> <p>Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%, disaggregated into students without IEPs and students with IEPs</p> <p>Increase previous year's percentage of students advancing CELDT one level by 3%</p> <p>Increase the reclassification rate of returning EL students by 2%</p> <p>Maintain teacher misassignments at 0%</p> <p>CCSS implementation: Students will use newly adopted Math curriculum. Teachers will implement adopted ELA materials. ELD standards will be used by classroom teachers and utilized by ELD teacher.</p> <p>All students will have access to standards based materials and textbooks. (Williams Act)</p> <p>State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified teachers.	Districtwide	<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 \$677,000 3000-3999: Employee Benefits LCFF \$280,000
1.2: Provide instructional assistants to assist teachers in classrooms	Districtwide	<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 LCFF \$31,700 3000-3999: Employee Benefits LCFF \$8,000
1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and	Districtwide	<input checked="" type="checkbox"/> All OR:	0000: Unrestricted Other \$6,400

<p>work to align classroom materials to CCSS.</p>		<p><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>1.4: Provide CCSS-aligned materials. If available, complete adoption process for CCSS Language Arts materials.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>1.5: Provide CCSS based assessments and report cards. District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>1.6 Provide intervention services for students performing below grade level. Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input</p>	<p>Districtwide</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>1000-1999: Certificated Personnel Salaries Supplemental \$13,200                  3000-3999: Employee Benefits Supplemental \$2,600</p>
<p>1.7 Provide intervention services for students with disabilities</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other \$250,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities	
1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher	Districtwide	<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)	1000-1999: Certificated Personnel Salaries Supplemental \$39,570 3000-3999: Employee Benefits Supplemental \$13,100 1000-1999: Certificated Personnel Salaries Other \$17,770 3000-3999: Employee Benefits Other \$8,850
1.9 Utilize Response to Intervention strategies to differentiate curriculum for students in the classroom.	Districtwide	<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 Supplemental \$5,500
1.10 Provide preschool program	Districtwide	<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)	0000: Unrestricted Other \$0
1.11 Provide after school and summer intervention programs	Districtwide	<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 Other \$5,000

		(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:	Parents will be provided with appropriate opportunities to be involved in their students' education	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :	Metric – Percentage of return of Site Council Survey (23%), percentage of parent involvement in school functions (67%),  Feedback from Parent survey related to parent involvement: *Communication with families occurs in an open and respectful manner. 87% *My child's school tries to get family members to take part in school activities. 87% *I am actively involved with the school. 70% *Parents are encouraged to be involved in making important school decisions. 83% *I feel comfortable talking with my child's teachers. 99% *I am proud that my child attends this school. 99%	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase previous year's parent involvement by 3%</p> <p>Increase previous year's percentage of return of Site Council Survey by 3%</p> <p>Maintain or increase percentage of parents agreeing with the following statements on the Parent survey related to parent involvement:</p> <ul style="list-style-type: none"> <li>*Communication with families occurs in an open and respectful manner. 87%</li> <li>*My child's school tries to get family members to take part in school activities. 87%</li> <li>*I am actively involved with the school. 70%</li> <li>*Parents are encouraged to be involved in making important school decisions. 83%</li> <li>*I feel comfortable talking with my child's teachers. 99%</li> <li>*I am proud that my child attends this school. 99%</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	Districtwide	<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)	0000: Unrestricted \$0
2.2: Provide translation services for Spanish speaking parents. Provide Bilingual Instructional Assistant.	Districtwide	<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)	2000-2999: Classified Personnel Salaries Supplemental \$26,667 3000-3999: Employee Benefits Supplemental \$9,246
2.3 Pursue options for adding non-voting member seats on the School Board to include English Language learner and coast guard parent voice in policy decisions.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	0000: Unrestricted \$0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.4 Offer regular principal meetings for parents to ask questions and provide input.	Districtwide	<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)	0000: Unrestricted \$0

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Increase previous year's parent involvement by 3%  Increase previous year's percentage of return of Site Council Survey by 3%  Maintain or increase percentage of parents agreeing with the following statements on the Parent survey related to parent involvement: *Communication with families occurs in an open and respectful manner. 87% *My child's school tries to get family members to take part in school activities. 87% *I am actively involved with the school. 70% *Parents are encouraged to be involved in making important school decisions. 83% *I feel comfortable talking with my child's teachers. 99% *I am proud that my child attends this school. 99%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	Districtwide	<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)	0000: Unrestricted \$0

2.2: Provide translation services for Spanish speaking parents. Provide Bilingual Instructional Assistant	Districtwide	<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)	2000-2999: Classified Personnel Salaries Supplemental \$27,170
			3000-3999: Employee Benefits Supplemental \$9,800

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Increase previous year's parent involvement by 3%  Increase previous year's percentage of return of Site Council Survey by 3%  Maintain or increase percentage of parents agreeing with the following statements on the Parent survey related to parent involvement: *Communication with families occurs in an open and respectful manner. 87% *My child's school tries to get family members to take part in school activities. 87% *I am actively involved with the school. 70% *Parents are encouraged to be involved in making important school decisions. 83% *I feel comfortable talking with my child's teachers. 99% *I am proud that my child attends this school. 99%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	Districtwide	<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)	0000: Unrestricted \$0
2.2: Provide translation services for Spanish speaking parents. Provide Bilingual Instructional Assistant.	Districtwide	<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	2000-2999: Classified Personnel Salaries Supplemental \$27,422
			3000-3999: Employee Benefits Supplemental \$9,866

		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.

<p>GOAL 3:</p>	<p>Provide a safe, secure environment for students.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 3 4 5 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/>          COE only: 9 10          Local : Specify</p>
<p>Identified Need :</p>	<p>Metric:          Suspensions (baseline: less than 1%), Expulsion rate (baseline – 0%),          Parent survey (baseline: 87%, FIT (baseline: good)</p> <p>100% Students stated that school was small and safe on student engagement survey.</p> <p>Healthy Kids Survey data shows that students agree to the following statements some, most or all of the time:          Teachers care about them, encourage them and listen to them. (80%)          They feel safe at school. (100%)          They feel like they are a part of the school. (100%)          Teacher treat students fairly. (94%)          They feel proud to belong to the school. (88%)          School teaches students to understand how others think and feel. (50%)          School helps students solve conflicts with each other. (74%)          Students are treated fairly when they break the rules (56%)          Students are the school are well behaved all or most of the time. (50%)</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>all</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain suspension rate at 1% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school, as measured on Site Council Parent Survey</p> <p>Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey</p> <p>Maintain percentage of students who mention positive aspects of their learning on the Student Engagement Survey. 100% Students stated that school was small and safe.</p> <p>Increase or maintain percentage of students answering some, most or all of the time on the Healthy Kids Survey to</p> <ul style="list-style-type: none"> <li>Teachers care about them, encourage them and listen to them. (80%)</li> <li>They feel safe at school. (100%)</li> <li>They feel like they are a part of the school. (100%)</li> <li>Teacher treat students fairly. (94%)</li> <li>They feel proud to belong to the school. (88%)</li> </ul> <p>Increase percentage of students answering some, most or all of the time on the Healthy Kids Survey to</p> <ul style="list-style-type: none"> <li>School teaches students to understand how others think and feel. (50%)</li> <li>School helps students solve conflicts with each other. (74%)</li> <li>Students are treated fairly when they break the rules (56%)</li> <li>Students are the school are well behaved all or most of the time. (50%)</li> </ul> <p>Maintain good or exemplary rating for all facilities (FIT rating)</p> <p>Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	Districtwide	<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)	0000: Unrestricted \$0

<p>3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.</p>	<p>Districtwide</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>01-0000-0-1110-1000-4310-100-TECH and 01-0000-0-1110-1000-5830-100-TECH 0000: Unrestricted \$5,000</p>
<p>3.3: Investigate and implement a school wide social emotional learning program.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>3.4: Pursue installation of a school wide security system upgrade</p>	<p>Districtwide</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 \$0</p>
<p>3.5: Provide a full time facility manager/custodian.</p>	<p>Districtwide</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>2000-2999: Classified Personnel Salaries LCFF \$45,111                  3000-3999: Employee Benefits LCFF \$20,959</p>
<p>3.6 Complete landscaping upgrades through out the campus, including updates to garden.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Funds will be budgeted in Fund 40 at the August Revision.                  6000-6999: Capital Outlay \$50,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.7 Install pre K - K playground. Update existing playground areas.	Districtwide	<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)	Funds will be budgeted in Fund 40 at the August Revision. 6000-6999: Capital Outlay \$100,000
3.8 Complete proposition 39 energy upgrades.	Districtwide	<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)	Projects will be budgeted in Resource 6230 (carryover funds=\$153,248) upon receipt and approval of bids. Additional apportionments expected from the State for Prop 39 projects, however Fund 40 resources will be allocated if needed. 7000-7439: Other Outgo \$180,000
3.9 Strengthen school policies on bullying	Districtwide	<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)	0000: Unrestricted \$0
3.10 Provide counseling services to students in need.	Districtwide	<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 \$10,000

		English proficient _ Other Subgroups: (Specify)	
3.11 Review school safety rules with parents and students including parent/student handbook, parking lot and playground areas.	Disrictwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted \$0

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain suspension rate at 1% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school, as measured on the Site Council Parent Survey</p> <p>Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey</p> <p>Increase or maintain percentage of students answering some, most or all of the time on the Healthy Kids Survey to  Teachers care about them, encourage them and listen to them.  They feel safe at school.  They feel like they are a part of the school.  Teacher treat students fairly.  They feel proud to belong to the school.</p> <p>Increase percentage of students answering some, most or all of the time on the Healthy Kids Survey to  Students are given a chance to decide things.  School teaches students to understand how others think and feel.  School helps students solve conflicts with each other.  Students are treated fairly when they break the rules  Students at the school are well behaved all or most of the time.</p> <p>Maintain Exemplary rating for all facilities (FIT rating)</p> <p>Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	Districtwide	<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)	0000: Unrestricted \$0
3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access	Districtwide	<input checked="" type="checkbox"/> All OR:	0000: Unrestricted \$5,000

<p>throughout the school to ensure security.</p>		<p><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>3.3: Implement a school wide social emotional learning program.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>3.4: Maintain and upgrade school security system.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>3.5: Maintain current facilities. Provide full time custodian/grounds person.</p>	<p>Districtwide</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>2000-2999: Classified Personnel Salaries LCFF \$46,739                  3000-3999: Employee Benefits \$22,098</p>
<p>3.6 Continue maintenance of landscaping and garden areas.</p>	<p>Districtwide</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>0000: Unrestricted \$1000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.7 Continue to monitor and upgrade playground areas.	Districtwide	<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)	0000: Unrestricted \$0
3.8 Continue to monitor and implement energy upgrades	Districtwide	<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)	0000: Unrestricted \$0
3.9 Maintain school policies on bullying. Continue to strengthen classroom instruction in the prevention of bullying.	Districtwide	<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)	0000: Unrestricted \$0
3.10 Provide counseling services to students in need.	Districtwide	<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:	5000-5999: Services And Other Operating Expenditures LCFF \$10,000

(Specify)

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain suspension rate at 1% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school, as measured on the Site Council Parent Survey</p> <p>Increase or maintain percentage of students answering some, most or all of the time on the Healthy Kids Survey to Teachers care about them, encourage them and listen to them. They feel safe at school. They feel like they are a part of the school. Teacher treat students fairly. They feel proud to belong to the school.</p> <p>Increase percentage of students answering some, most or all of the time on the Healthy Kids Survey to Students are given a chance to decide things. School teaches students to understand how others think and feel. School helps students solve conflicts with each other. Students are treated fairly when they break the rules Students at the school are well behaved all or most of the time.</p> <p>Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey</p> <p>Maintain Exemplary rating for all facilities (FIT rating)</p> <p>Upgraded equipment will provide wireless access and an intercom system in all classrooms (Technology Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>

<p>3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.</p>	<p>Districtwide</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>0000: Unrestricted \$5,000</p>
<p>3.3: Maintain school policies on bullying and implementation of socio-emotional learning program. Continue to strengthen classroom instruction in the prevention of bullying and development of socio-emotional skills.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>3.4: Maintain current facilities. Provide full time custodian/grounds person.</p>	<p>Districtwide</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>2000-2999: Classified Personnel Salaries LCFF \$48,369  3000-3999: Employee Benefits \$22,510</p>
<p>3.5: Based on the results of the schools surveys, determine possible safety and security needs and, if needed, pursue options for corrective actions.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>3.10 Provide counseling services to students in need.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All  OR:</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>

		<ul style="list-style-type: none"><li>_ Low Income pupils</li><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<p>GOAL 4:</p>	<p>Students will be engaged in their learning in order to be successful</p>	<p>Related State and/or Local Priorities:          1 2 3 4 5 <u>X</u> 6 7 <u>X</u> 8          COE only: 9 10          Local : Specify</p>
<p>Identified Need :</p>	<p>Attendance rate 96.7%</p> <p>Number of tardies decreased by 3% (840) Total tardies were 508 as measured on 4/4</p> <p>Baseline for Chronic Absenteeism - 7 students were absent more than 18 days of school: 4.5%</p> <p>Pass rate of returning students for Physical Fitness Test in 5th grade - 56% achieved 5 out of 6 fitness zone</p> <p>Percentage of students who mention positive aspects of their learning on the Student Engagement Survey. They liked the garden, PE, art, music and library. They liked their teachers, the sports program, using chromebooks and iPads.</p> <p>Data from Healthy Kids Survey showed that          25% of students say they are given a chance to decide things at least some of the time.</p> <p>100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE. Garden program offered on a limited basis.</p> <p>1:1 devices for all 3rd-6th graders with replacement devices and 2:1 devices for K-2nd grade. Technology inventory was completed to establish baseline for teacher and student equipment.</p> <p>State metrics that do not apply to K-6 schools:          Middle school drop out rates, High school drop out rates, High school graduation rates</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: all</p>	

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>District will maintain high attendance rate. (95% or higher)</p> <p>District will decrease the previous year's number of tardies by 3%</p> <p>Chronic absenteeism: Reduce by 1%</p> <p>District will increase previous year's pass rate of students for Physical Fitness Test in 5th grade by 2% (Percentage of students who achieved at least 5 out of 6 Fitness Zones)</p> <p>District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey</p> <p>Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE.</p> <p>Data from Healthy Kids Survey will increase by 5% to the following statement: Students say they are given a chance to decide things at least some of the time.</p> <p>Provide 1:1 devices for all 2nd-6th graders with replacement devices and 2:1 devices for K-1st grade. Technology inventory established baseline for teacher and student equipment.</p> <p>Expand garden program to reach all grade levels in at least one farm to table unit.</p> <p>State metrics that do not apply to K-6 schools: Middle school drop out rates, High school drop out rates, High school graduation rates</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	Districtwide	<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)	0000: Unrestricted \$0
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	0000: Unrestricted \$0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3: Provide students with a scoped and sequenced physical fitness program	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$25,110 3000-3999: Employee Benefits LCFF \$4,740
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	01-0542-0-1110-2420-2200-600-LIBR; 01-0542-0-1110-1000-2900-100-ART; 01-0542-0-1110-1000-2900-100-MUSI 0001-0999: Unrestricted: Locally Defined Two Rock Education Foundation Donation \$20,100
4.5 Solicit student input through Student Engagement Survey	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted \$0
4.6 Integrate the garden into the school curriculum through development of a Farm to Table program.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	01-0542-0-1110-1000-1149-100-GARD 0001-0999: Unrestricted: Locally Defined Two Rock Education Foundation Donation \$2,500

		_ Other Subgroups: (Specify)	
4.7 Provide information to parents on chronic absenteeism and consequences of missing school.	Districtwide	<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)	0000: Unrestricted \$0
4.8 Investigate ways to increase student voice.	Districtwide	<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)	0000: Unrestricted \$0
4.9 Expand after school enrichment offerings.	Districtwide	<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)	ASES Program (restricted) budget is \$27,000; Daycare (unrestricted) budget used for excess expense: 01-6010-0-8500-5000-2200-000-ASES; 01-6010-0-8500-5000-5800-100-ASES; 01-0544-0-8500-5000-1130-100-ASES; 01-0544-0-8500-5000-5800-100-ASES Other \$27,000
4.10 Provide and maintain 1:1 or 2:1 devices:student ratios.	Districtwide	<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 \$3,000

<p>4.11 - Develop a second metric for physical fitness for all students, using elements of the President's Physical Fitness Challenge.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>District will maintain high attendance rate. (95% or higher)</p> <p>District will decrease the previous year's number of tardies by 3%</p> <p>Chronic absenteeism: Reduce by 1%</p> <p>District will increase previous year's pass rate of students for Physical Fitness Test in 5th grade by 2% (Percentage of students who achieved at least 5 out of 6 Fitness Zones)</p> <p>District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey</p> <p>Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE.</p> <p>Data from Healthy Kids Survey will increase by 5% to the following statement:                  Students say they are given a chance to decide things at least some of the time.</p> <p>Expand garden program to reach all grade levels in at least two farm to table unit.</p> <p>State metrics that do not apply to K-6 schools:                  Middle school drop out rates, High school drop out rates, High school graduation rates</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)</p>	<p>Districtwide</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</p>	<p>0000: Unrestricted \$0</p>

		_ Other Subgroups: (Specify)	
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<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)	0000: Unrestricted \$0
4.3: Provide students with a scoped and sequenced physical fitness program.	Districtwide	<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 \$25,110 3000-3999: Employee Benefits LCFF \$5,204
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library.	Districtwide	<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)	0001-0999: Unrestricted: Locally Defined Two Rock Education Foundation Donation \$20,500
4.5 Solicit student input through Student Engagement Survey	Districtwide	<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)	0000: Unrestricted \$0

<p>4.6 Integrate the garden into the school curriculum through development of a Farm to Table program.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.7 Provide information to parents on chronic absenteeism and consequences of missing school.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.8 Investigate ways to increase student voice.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.9 Expand after school enrichment offerings.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.10 Provide and maintain 1:1 or 2:1 devices:student</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>0000: Unrestricted \$0</p>

ratios.	e	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	District will maintain high attendance rate. (95% or higher)  District will decrease the previous year's number of tardies by 3%  Chronic absenteeism: Reduce by 1%  District will increase previous year's pass rate of students for Physical Fitness Test in 5th grade by 2% (Percentage of students who achieved at least 5 out of 6 Fitness Zones)  District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey  Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE.  Data from Healthy Kids Survey will increase by 5% to the following statement: Students say they are given a chance to decide things at least some of the time.  Expand garden program to reach all grade levels in at least three farm to table unit.  State metrics that do not apply to K-6 schools: Middle school drop out rates, High school drop out rates, High school graduation rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	0000: Unrestricted \$0

		(Specify)	
4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	Districtwide	<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)	0000: Unrestricted \$0
4.3: Provide students with a scoped and sequenced physical fitness program.	Districtwide	<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 \$25,110 3000-3999: Employee Benefits LCFF \$5,669
4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library.	Districtwide	<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)	0001-0999: Unrestricted: Locally Defined Two Rock Education Foundation Donation \$20,900
4.5 Solicit student input through Student Engagement Survey	Districtwide	<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)	0000: Unrestricted \$0

<p>4.6 Integrate the garden into the school curriculum through development of a Farm to Table program.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.7 Provide information to parents on chronic absenteeism and consequences of missing school.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.8 Investigate ways to increase student voice.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.9 Expand after school enrichment offerings.</p>	<p>Districtwide</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>0000: Unrestricted \$0</p>
<p>4.10 Provide and maintain 1:1 or 2:1 devices:student ratios.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>0000: Unrestricted \$0</p>

		<ul style="list-style-type: none"><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**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:	All students will be proficient in grade level standards	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 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Increase previous year's percentage of returning students who are performing at grade level (based on second trimester report card grades) in Language Arts and Math by 3% (Disaggregate data to reflect percentage of students performing at grade level who do not have an IEP in Language Arts and/or Math, along with percentage of students with an IEP in Language Arts and/or Math who met their IEP goals, to determine a baseline for upcoming years.</p> <p>Increase previous year's percentage of students advancing CELDT one level by 3% Increase the reclassification rate of returning EL students by 2%</p> <p>Maintain teacher misassignments at 0% CCSS implementation: Students will use newly adopted Math curriculum, along with current materials, adapted for CCSS by classroom teachers</p>	<p>Actual Annual Measurable Outcomes:</p> <p>SBAC: Schoolwide: English Language Arts: 45% exceeded/met Math: 47% exceeded/met</p> <p>Low Income students: English Language Arts: 31% exceeded/met Math: 40% exceed/met</p> <p>English Language Learners: English Language Arts; 15% exceeded/met Math: 44% exceeded/met</p> <p>Percentage of returning students who are performing at grade level (based on second trimester report card grades) in Language Arts 63% (61%) Math 67% (71%) Percentage of students performing at grade level who do not have an IEP in Language Arts 58.5% Math 69% Percentage of students with an IEP in Language Arts and/or Math who met their IEP goals 85%</p> <p>Percentage of students advancing CELDT one level: 6% (9%) Reclassification rate of returning EL students: 44% (53%)</p> <p>Teacher misassignments: 0%</p> <p>CCSS implementation: Students are using newly adopted Math curriculum, along with current ELA materials, adapted for CCSS</p>

<p>ELD standards will be introduced to classroom teachers and utilized by ELD teacher. All students will have access to standards based materials and textbooks. (Williams Act)</p> <p>State Metrics Not applicable to K-6 schools: Percentage of students who have completed A-D requirements, Number of Career Technical Education classes, Percentage of students that have passed an AP test with a 3 or higher, Percentage of students who passed the Early Assessment Program</p>	<p>by classroom teachers. We are piloting ELA/ELD curriculum for next year.</p> <p>ELD standards have been introduced to classroom teachers and utilized by ELD teacher. Professional development was provided on ELD standards and implementation of Designated and Integrated ELD.</p> <p>All students have access to standards based materials and textbooks. (Williams Act)</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1: Provide highly qualified teachers.	0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures \$602,046	1.1 Provided highly qualified teachers	0001-0999: Unrestricted: Locally Defined LCFF \$544,481 3000-3999: Employee Benefits LCFF \$156,093 \$700,574
Scope of Service: Districtwide  <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: District-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)	
1.2: Provide instructional assistants to assist teachers in classrooms	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits \$39,200	1.2: Provided instructional assistants to assist teachers in classrooms	1.2 Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF 3000-3999: Employee Benefits LCFF \$39,903
Scope of Service: Districtwide		Scope of Service: District wide	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS.</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures \$6,300</p>	<p>1.3 Provided Professional Development : Using staff development days, staff meeting time and release time, teachers received professional development focused on implementing the new CCSS math curriculum, understanding and implementing best practice strategies with English language Learners, reviewing and selecting ELA/ELD CCSS curriculum for next year and visiting school sites to observe best teaching practices.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p> <p>3000-3999: Employee Benefits LCFF</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$6,396</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>1.4: Provide CCSS-aligned materials. For 2015-2016, adapt current Language Arts classroom materials, implement new Math adoption</p>	<p>0000: Unrestricted \$0</p>	<p>1.4: Provided CCSS aligned materials. Implemented math adoption. Adapted current Language Arts classroom materials, reviewed newly adopted ELA/ELD curriculum</p>	<p>1.4 Math Adoption 0000: Unrestricted \$0</p>
<p>Scope of Service   Districtwide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</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>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>1.5: Provide CCSS based assessments and report cards. For 2015- 2016, District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness. (Report cards and assessment benchmarks were developed during the 2014-15 school year.)</p>	<p>0000: Unrestricted \$0</p>	<p>Provided CCSS based assessments and report cards. District reviewed report cards, but made no adjustments. Reviewed assessment benchmarks.</p>	<p>0000: Unrestricted \$0</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>1.6 Provide intervention services for students performing below grade level. For 2015-2016, provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input</p>	<p>1000-1999: Certificated Personnel Salaries                  2000-2999: Classified Personnel Salaries                  3000-3999: Employee Benefits \$17,413</p>	<p>Provided intervention services for students performing below grade level. For reading, purchased Lexia reading intervention program to be used school wide for individualized reading support. Provided site based interventions as a Tier 2 interventions for students in need based on data from local assessments and teacher input.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$7,402                  3000-3999: Employee Benefits Supplemental \$1058                  5000-5999: Services And Other Operating Expenditures Supplemental \$6,500                  \$14,960</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>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>1.7 Provide intervention services for students with disabilities</p>	<p>3000-3999: Employee Benefits          6000-6999: Capital Outlay          \$394,600</p>	<p>Provided intervention services for students with disabilities</p>	<p>1000-1999: Certificated Personnel Salaries LCFF          2000-2999: Classified Personnel Salaries LCFF          3000-3999: Employee Benefits LCFF          \$422,782</p>
<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students with disabilities</u></p>		<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students with Disabilities</u></p>	
<p>1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher</p>	<p>1000-1999: Certificated Personnel Salaries          3000-3999: Employee Benefits          \$46376</p>	<p>1.8: EL students received supplemental academic support through the services provided by our credentialed ELD teacher</p>	<p>1000-1999: Certificated Personnel Salaries Other          3000-3999: Employee Benefits Other          \$47,376</p>
<p>Scope of Service   Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>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)</p>		<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>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)</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>Our data this year shows that we did not achieve our targets for EL reclassification or for EL students advancing one grade level on the CELDT. In addition, we did not meet our targets for students performing at grade level for ELA or math at the 2nd trimester. We will be adopting new ELA and ELD CC curriculum next year and continuing implementation of our new CCSS math curriculum.</p> <p>In terms of expenditures, increase in expenditures for certificated staff was a result of moving our speech consortium lead from a contract employee to a certificated staff member. Additional costs for special education came from the addition of a special education student to our district. In addition, since Kindergarten became a full day program this year and the K teacher was not available to offer intervention services AND we were not able to secure a credentialed teacher to provide these intervention services, additional support for students was provided by the resource specialist teacher as a site based intervention. Speech and language specialist also assisted with the development of a schoolwide playground behavior system and the implementation of Lexia as a reading intervention software. In addition, we provided increased counseling services to address social-emotional issues that were preventing students from performing at their best. Next year we will consider other options for providing intervention services to students including the implementation of a Response to Intervention program to address both academics and behavior issues. We will also look at providing additional measures for assessing performance at grade level including Lexia assessments and benchmark assessments from our newly adopted CCSS based curriculum.</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 2 from prior year LCAP:	Parents will be provided with appropriate opportunities to be involved in their students' education	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 percentage of return of Site Council Survey  Increase percentage of parent involvement of all students and all significant subgroups in school functions	Actual Annual Measurable Outcomes: Percentage of parent involvement of all students and all significant subgroups in school functions 67% (60%)  Percentage of return of Site Council Survey 23% (25%)  Feedback from Parent survey related to parent involvement: *Communication with families occurs in an open and respectful manner. 87% *My child's school tries to get family members to take part in school activities. 87% *I am actively involved with the school. 70% *Parents are encouraged to be involved in making important school decisions. 83% *I feel comfortable talking with my child's teachers. 99% *I am proud that my child attends this school. 99%	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Use information from Site Council Parent Surveys, along with input from ELAC, Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities	0000: Unrestricted \$0	2.1: Met with and surveyed parent groups and shared school needs to determine opportunities for parent and school involvement. Site council surveys and input from ELAC parents, TRSEF and school staff to identify possible new services and programs.	0000: Unrestricted \$0

to be involved in their students' education.							
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
Scope of Service	Districtwide						
Scope of Service	District 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)		<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)					
2.2: Provide translation services for Spanish speaking parents	0001-0999: Unrestricted: Locally Defined \$18,000	2.2: Provided translation services for Spanish speaking parents	0001-0999: Unrestricted: Locally Defined \$18,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
----- <input type="checkbox"/> 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)		----- <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)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Data for this goal shows that only 23% of parents returned the parent survey compared to 25% last year. The School Site Council parent survey identified a need for after school homework help, an improvement in after school activities and after care programs. Efforts to address these concerns and increase parent involvement will continue into next year. We will also plan to explore other ways of receiving parent feedback. Feedback from ELAC parents to offer after school and summer programs will be considered for next year. In addition, feedback from ELAC parents resulted in a very successful cultural festival this year including dance, song and food.						

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:	Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All <hr/> Applicable Pupil Subgroups: all		
Expected Annual Measurable Outcomes:	Maintain suspension rate at 1% or below  Maintain expulsion rate at 0%  Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school  Maintain low percentage of students who mention feeling unsafe (bullying, no friends, unsafe facilities) on the Student Engagement Survey.  Maintain Exemplary rating for all facilities (FIT rating)  Upgraded equipment will provide wireless access and an intercom system in all classrooms	Actual Annual Measurable Outcomes:	Suspension rate at 1% or below (0%)  Expulsion rate at 0% (0%)  Percentage of parents who agree or strongly agree that their child feels safe at school 87% (93%)  Percentage of students who mention feeling unsafe (bullying, no friends (0%), unsafe facilities on the Student Engagement Survey. 0%  Data from Healthy Kids Survey showed that 80% of students responded that teachers care about them, encourage them and listen to them. 100% responded that they feel safe at school at least some of the time. 100% responded they feel like they are a part of the school at least some of the time. 94% responded that teacher treat students fairly all or most of the time. 88% responded that they feel proud to belong to the school all of the time.  It also showed that 50% of students responded that the school teaches students to understand how others think and feel 74% responded that the school helps students solve conflicts with each other 56% responded that students are treated fairly when they break the rules

	<p>50% responded that students at the school are well behaved all or most of the time.</p> <p>FIT rating of "Good": Provided upgrades to facilities and playground areas to address RESIG reports</p> <p>Wireless access and an intercom system in all classrooms.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services						
	Budgeted Expenditures		Estimated Actual Annual Expenditures					
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed. Gather data from Site Council Parent surveys and input solicited from stakeholders.	0000: Unrestricted \$0	3.1: Solicited parent input through surveys and parent meetings (ELAC, Site Council, etc.); Concerns were addressed as needed. Data gathered from Site Council Parent surveys and input solicited from stakeholders.	0000: Unrestricted \$0					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		
Scope of Service	Districtwide							
Scope of Service	Districtwide							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
3.2: Complete and maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.	<table border="1" style="width: 100%;"> <tr> <td>2000-2999: Classified Personnel Salaries</td> </tr> <tr> <td>3000-3999: Employee Benefits \$5,000</td> </tr> </table>	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits \$5,000	3.2: Completed and maintained technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school.	<table border="1" style="width: 100%;"> <tr> <td>2000-2999: Classified Personnel Salaries Base</td> </tr> <tr> <td>3000-3999: Employee Benefits Base \$9,666</td> </tr> <tr> <td>Other \$14,200</td> </tr> </table>	2000-2999: Classified Personnel Salaries Base	3000-3999: Employee Benefits Base \$9,666	Other \$14,200
2000-2999: Classified Personnel Salaries								
3000-3999: Employee Benefits \$5,000								
2000-2999: Classified Personnel Salaries Base								
3000-3999: Employee Benefits Base \$9,666								
Other \$14,200								
		Purchased 60 Chromebooks to achieve 1:1 device to student ratio in 2nd-6th grade						

<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide	
Scope of Service	Districtwide						
Scope of Service	District wide						
<p>3.3: Maintain school policies on bullying. Continue to strengthen classroom instruction in the prevention of bullying.</p>	<p>0000: Unrestricted \$0</p>	<p>3.3: Maintained school policies on bullying. Continued to strengthen classroom instruction in the prevention of bullying.</p>	<p>0000: Unrestricted</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>3.4: Maintain current facilities. Provide full time custodian/grounds person.</p>	<p>0000: Unrestricted</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits \$54,800</p>	<p>3.4: Maintained and upgraded current facilities. Began implementation of landscaping upgrades.</p> <p>Provided full time custodian/grounds person.</p>	<p>0000: Unrestricted Base</p> <p>2000-2999: Classified Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base \$67,794</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>3.5: Based on the results of the previous Student Engagement Survey, determine possible need for repairs/upgrades to student bathrooms and possible need for improving school lunches. If needed, pursue options for repairing or upgrading bathrooms and/or improving school lunches.</p>	<p>0000: Unrestricted \$0</p>	<p>3.5: Researched options for repairs/upgrades to student bathrooms. Developing plan for renovation of facilities.</p> <p>Continuing to research options for improving school lunches.</p>	<p>0000: Unrestricted \$0</p>				
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<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>Data from metrics show that suspensions and expulsions remained at 0%, but the percentage of parents that reported that their students felt safe at school decreased from 93% to 87%. However, no students reported feeling unsafe at school. Healthy Kids Survey results identified the need for addressing socio-emotional learning in terms of understanding how others feel and resolving conflicts. There was also evidence to increase behavior intervention systems school wide. At the beginning of the year, RESIG identified a playground and facility report that outlined needed upgrades to both areas. In addition, landscaping at the site was in need of maintenance and upgrading. Work in these areas began this year and will continue into next year. Technology actions will include continuing maintaining all current systems and investigating the purchase of a security system for the school.</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.

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Original GOAL 4 from prior year LCAP:	Students will be engaged in their learning in order to be successful		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	all	
Expected Annual Measurable Outcomes:	<p>District will maintain high attendance rate. (95% or higher)</p> <p>District will decrease the previous year's number of tardies by 3%</p> <p>Chronic absenteeism: Will set baseline in this metric.</p> <p>District will increase previous year's pass rate of returning students for Physical Fitness Test in 5th grade by 2%</p> <p>District will maintain high percentage of students who mention positive aspects of their learning on the Student Engagement Survey (significant number stated they liked their teachers, programs such as art, music, PE and library, they enjoyed school.)</p> <p>Maintain 100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE</p> <p>State metrics that do not apply to K-6 schools:</p> <p>Middle school drop out rates, High school drop out rates, High school graduation rates</p>	Actual Annual Measurable Outcomes:	<p>Attendance rate 96.7%</p> <p>Number of tardies decreased by 3% (840) Total tardies were 508 as measured on 4/4</p> <p>Baseline for Chronic Absenteeism - 7 students were absent more than 18 days of school: 4.5%</p> <p>Pass rate of returning students for Physical Fitness Test in 5th grade - 56% achieved 5 out of 6 fitness zone (74%)</p> <p>Percentage of students who mention positive aspects of their learning on the Student Engagement Survey. 100% Students stated that school was small and safe, They liked the garden, PE, art, music and library. They liked their teachers, the sports program, using chromebooks and iPads.</p> <p>Provided 1:1 devices for all 3rd-6th graders with replacement devices and 2:1 devices for K-2nd grade. Technology inventory was completed to establish baseline for teacher and student equipment.</p> <p>Data from Healthy Kids Survey showed that 25% of students say they are given a chance to decide things at least some of the time.</p> <p>100% access to a full range of courses, for all students, including unduplicated students and students with disabilities including English, math, social studies, science, visual and performing arts, health, library, and PE. Expanded garden site</p>

	and program by securing a number of grants.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services																													
	Budgeted Expenditures		Estimated Actual Annual Expenditures																												
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	0000: Unrestricted \$0	4.1: Presented information to parents about how tardiness impacts student performance (Information in school newsletter each month, presentations at ELAC and other parent meetings)	0000: Unrestricted \$0																												
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4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	0000: Unrestricted \$0	4.2: Presented perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)	0000: Unrestricted \$0																												
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<p>4.3: Provide students with a scoped and sequenced physical fitness program. For 2015-16, provide a 0.4 FTE credentialed PE teacher</p>	<p>0000: Unrestricted                  1000-1999: Certificated Personnel Salaries                  3000-3999: Employee Benefits \$28, 700</p>	<p>4.3: Provided students with a scoped and sequenced physical fitness program, with a 0.4 FTE credentialed PE teacher</p>	<p>0000: Unrestricted                  1000-1999: Certificated Personnel Salaries                  3000-3999: Employee Benefits \$29,207</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>4.4 Provide access to a full range of courses by providing additional instruction in music, art and library. For 2015-16, provide Art, Music, and Library instructors</p>	<p>0001-0999: Unrestricted: Locally Defined                  2000-2999: Classified Personnel Salaries                  3000-3999: Employee Benefits                  5000-5999: Services And Other Operating Expenditures \$14,000</p>	<p>4.4: Provided access to a full range of courses by providing additional instruction in music and library. Art teacher provided additional Art instruction through December only. In February, we hired another Art teacher who provided instruction for the remainder of the school year.</p>	<p>0001-0999: Unrestricted: Locally Defined                  2000-2999: Classified Personnel Salaries                  3000-3999: Employee Benefits Two Rock Education Foundation Donation 13,430</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>4.5 Solicit student input through Student Engagement Survey</p>	<p>0000: Unrestricted \$0</p>	<p>4.5 Solicited student input through Student Engagement Survey</p>	<p>0000: Unrestricted \$0</p>

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<p>4.6 Standardize the reporting process for students who arrive tardy to school and refine the metric for tardy rates to more accurately reflect year to year progress</p>	<p>0000: Unrestricted \$0</p>	<p>4.6 Standardized the reporting process for students who arrive tardy to school and refine the metric for tardy rates to more accurately reflect year to year progress</p>	<p>0000: Unrestricted \$0</p>				
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<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>Data for this goal show attendance rate continues to be above 95%. Measures for tardies still need to be defined further as data is inconsistent and difficult to compare from year to year. Chronic absenteeism needs to be addressed with consistent system next year. PE minutes were completed through program with credentialed PE teacher. Garden program was enhanced through grants. School will continue to consider farm to table program to augment CC classroom instruction. Art, music and library will continue to be supported through funds from Two Rock School Education Foundation. Students expressed a need more more involvement and voice at school. We will investigate this further next year.</p> <p>Through a grant from PEF, we were able to secure enough computers to provide 1:1 devices for 3rd-6th this year and 2nd-6th next year. Technology actions for next year will center on maintaining current systems, including staffing for technology support.</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:	\$107,865
The LEA’s supplemental funds for the LCAP year 2016-17 is \$ 107,000. The district is a single school district and will be utilizing our funds to provide targeted support for our unduplicated students to pay the salary for our credentialed ELD teacher and to provide translation services to support our EL population. The needs of our low income students who are not EL will be met through our intervention program. The district does not currently have any foster children.	

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.

9.65	%
The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 9.65 %. The cost of the services to unduplicated students which includes our 1.0 FTE credentialed ELD instructor, translation services, including 2 classified positions and providing intervention personnel and programs utilizes all of supplemental funds. This total, when compared to our base grant funding, meets and exceeds the 9.65 % MPP in increased or improved services for our unduplicated students.	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).