

Introduction:

LEA: Fort Ross Elementary School District **Contact (Name, Title, Email, Phone Number):** John Markatos, Superintendent/Principal, fresd@mcn.org, (707) 847-3390 **LCAP Year:** 2015-2016, approved 6-25-15

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>An extensive engagement process, involving parents, students and staff resulted in the 2015-16 LCAP. The discussions also addressed how the plan would look in 2016-18. Stakeholders included the Parents Club, School Site Council (and its English Learners parents advisory subcommittee), parents of exceptional needs students and parents of low income students. Grades 5-8 pupils participated in the process through their classroom civics lessons and by responding to surveys similar to the parent, staff and community Stakeholders Survey which were distributed to, and returned by, many parents, staff and</p>	<p>Outcomes of the involvement process included:</p> <ul style="list-style-type: none"> • implementing ELA and math California Standards (formerly referred to as the Common Core [and hereinafter referred to as CC]) (goal) • supporting staff dev. that promotes implementation of CC (goal) • achieving at or above grade level proficiency in reading (goal) • achieving at or above grade level proficiency in math (goal) • achieving informational text comprehension proficiency for EL students (goal)

community members. There are no Foster youth in the school. Other participation in the 2015-16 LCAP development process, including components of the 2016-17 & 2017-18 years, included: certificated and classified staff meeting with the Superintendent for bargaining unit consultative discussions; and engagement with community volunteers, business representatives and Education Foundation members. Other stakeholder communication included newsletters, Marquee announcements, Parent Club & Site Council notices, Board of Education agendas and invitations through the Coastal Hills Community Project on-line newsletter.

English Learner parents were called to attend such meetings and almost all students were represented. Certificated and classified staff were involved in the annual update and in the revisions to the LCAP through participation at staff meetings and bargaining unit consultative meetings. Members of the community: volunteers, business representatives and Education Foundation members, were also invited. The engagement process included communicating with stakeholders through newsletters, Marquee announcements, Parent Club & Site Council notices, Board of Education agendas and invitations through the Coastal Hills Community Project on-line newsletter. Discussions centered on plan implementation, replacement of the before-and-after-school tutoring component, after the tutor's resignation, and the ELA/math at-risk consultant teacher replacement component. Later in the year, the Parents Club, Site Council and BOE discussed and agreed the replacement component should be retained, and that recommendation was implemented for 2015-16 and is planned for the two out years as well. The other major decisions involved staffing and program components for 2015-16, due to the expected yrs 5-8 classroom enrollment reduction (the majority of the class is matriculating to high school).

Meetings and announcements re development of 2015-15 LCAP:

- 9/10/14: Back-to-School Night (including 2014-15 LCAP review)
- 9/25/14: Parents Club & Site Council mtg including review of 2014-15 LCAP
- 1/15/15 BOE meeting: 2015-16 LCAP process update
- 1/16/15: Coastal Hills Community Project : community email invitation
- 1/22/15 Parents Club & SSC (including EL parents advisory

- achieving tech knowledge and demonstration competencies by all students (goal)
- eliminating the before-&-after-school tutoring program
- continuing the consulting teacher and resource teacher targeted assistance services in ELA & math for at-risk students in 2015-16
- continuing the enrichment program (art, music, poetry and science)
- making available school facilities for after-hours use by the community
- endorsement of the current SPSA

The stakeholders, including the SSC EL subcommittee, and parents of exceptional needs students and parents of low income students endorsed all of the outcomes and did not have a need to pose written questions to the Superintendent.

subcommittee) meeting: LCAP annual update, planning or the 2015-16 LCAP
 3/5/15 FR Teachers Assoc. 2015-16 LCAP consultation meeting
 3/16/15 PC/SSC/EL parents advisory subcommittee mtg: 14-15 annual update, planning for 15-16 LCAP, continued
 3/23/15 BOE meeting: 2014-15 LCAP annual review and update on 2015-16 LCAP planning process
 6/11/15 Parents Club & SSC meeting, 2015-16 LCAP approval (see mins)
 6/22/15 BOE meeting: public hearing for 15-16 LCAP & Budget
 6/25 BOE meeting: adoption: 2015-16 LCAP & Budget

Annual Update:

The 2014-15 LCAP annual review involved various Stakeholders such as the Parents Club and School Site Council, including the EL parents advisory subcommittee, parents of low income students and parents of English Learners. In addition to attending meetings, stakeholders were able to provide input to the process through a Stakeholders Survey, distributed to parents, staff and community members. Grades 5-8 students contributed through their civics lessons discussions which addressed the effectiveness of the school's curriculum and instructional programs. Participants addressed the 2014-15 Plan and its various components, including:

- progress toward implementing the ELA and math CC standards, specifically, the progress students were making toward reading & math grade level proficiency
- EL student proficiency with informational text comprehension
- all students' proficiency with tech knowledge and skills
- before-&-after-school tutoring
- enrichment program offerings
- teacher, and IA participation in CC staff development
- student awareness and knowledge about the environment and ecology of their community

Annual Update:

As a result of the LCAP annual review and development process, stakeholders agreed to:

- retain the enrichment programs, except that the Poetry-in-the Schools component be suspended in 2014-15
- continue the Grs K-4 and Grs 5-8 classroom configuration in 15-16, but with a reduction for one IA position to half-time

- enrichment program implementation
- parental involvement and engagement

In assessing the effectiveness of the 2014-15 LCAP, stakeholders looked at various performance indicators including:

- DIBELS results, dream box results,

Meetings and announcements re the 14-15 LCAP annual update:

1/16/15: Coastal Hills Community Project : community email invitation

1/22/15 Parents Club & SSC (including EL parents advisory subcommittee) meeting: LCAP annual update & planning for the 2015-16 LCAP

3/5/15 FR Teachers Assoc. 2015-16 LCAP consultation meeting

3/16/15 PC/SSC/EL parents advisory subcommittee meeting: annual update, planning for the 15-16 LCAP, continued

3/23/15 BOE meeting: 2014-15 LCAP annual review and update on 2015-16 LCAP planning process

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>A) All students will be proficient in the CA Standards (Common Core [CC]). (4A)</p> <p>B) All staff will participate in ongoing professional development supporting CC implementation. (2A)</p> <p>C) All students will read at or above grade level. (4A)</p> <p>D) All students will perform at or above grade level in math. (4A)</p> <p>E) EL Students will demonstrate proficiency w/informational text comprehension (CAASPP). (2B, 4D)</p> <p>F) Students will have tech. skills for accessing knowledge & demonstrating competencies. (7, 8)</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>ELA: students will progress toward grade level proficiency (4A)</p> <ul style="list-style-type: none"> • identify & select text & teacher assessments for evaluating progress <p>Improve CC based instruction (2A)</p> <ul style="list-style-type: none"> • continue staff dev in CC implementation (no CELDT training 2014-15; attend at least one in 2015-16) <p>Maintain no teacher misassignments (1A)</p> <ul style="list-style-type: none"> • Baseline is zero • Ensure all students have access to standards aligned instructional materials. (1B) • Baseline: all students have access to standards aligned instructional materials. <p>Improve fluency, comprehension & use multiple measures to assess progress</p> <ul style="list-style-type: none"> • IXL & dreambox on-line learning resources • Scholastic Reading Counts Lexile monitoring • DIBELS • CAASPP <p>64-74% of students will achieve gr level proficiency</p> <p>Improve math skills & use multiple measures to assess progress</p> <ul style="list-style-type: none"> • teacher & text assessments to provide basis for evaluating progres • IXL & dream box on-line learning resources • CAASPP <p>44-64% of students will achieve gr level proficiency</p> <p>Improve comprehension</p> <ul style="list-style-type: none"> • teacher & text assessments • IXL & dreambox on-line learning resources <p>Scholastic Reading Counts Lexile monitoring</p> <ul style="list-style-type: none"> • CAASPP • CELDT 	

- Each student, including unduplicated and EL students, will be enrolled in the EC 51210 & 51220, prescribed course of study for grs K-8. (7)

English Learners (2B, 4D)

- ELA: 21-27% of students will achieve gr level proficiency
- Math: 30-42% of students will achieve gr level proficiency

Reclassification of English Learners: 20% of English Learners were reclassified in 2014-15

Metric: 20% of English Learners will be RFEP, depending on enrollment of English Learners, (in a tiny school of 30 students, an enrollment fluctuation

may result in 20% of a given population equaling less than one student).

Greater student facility with technology to provide access to resources necessary for mastering the prescribed course of study: tablets, desktops, software (8)

- 24 tablets currently, add enough for ea student (7)

Priority 4-sections re: AP, college Early Assessment Program, API and CSU/UC: N/A (not applicable)

Priority 9, 10-COE only

Goal Applies to:

Schools: All

Applicable Pupil

All

Subgroups:

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>ELA: all students make progress toward gr level proficiency</p> <ul style="list-style-type: none"> text & teacher assessments utilized to monitor progress-continue gathering data w/ 5 assessments listed below attendance at ELA, EL & math workshops; (no specifically EL targeted training in 14-15; attend at least one in 15-16) <p>Maintain no teacher misassignments</p> <p>Maintain access to standards aligned instructional materials</p> <p>improved fluency, comprehension, assessed with:</p> <ul style="list-style-type: none"> DIBELS: grs K-4: 57% at gr level proficiency; increase students at gr level proficiency by 5% grs 5-8: 75% at gr level proficiency; increase students at gr level proficiency by 5% dreambox on-line learning resources: see 2014-15 annual update for baseline data increase percent of students proficient in CC math standards by 2% Scholastic Reading Counts Lexile monitoring: see 2014-15 annual update for baseline data grs K-4: 58% at gr level proficiency; increase proficiency by 2% grs 5-8: 84% at gr level proficiency; increase or maintain proficiency <ul style="list-style-type: none"> CAASPP: 64-74% of students will achieve gr level proficiency CELDT: 20% RFEP rate <p>Improved math skills</p> <ul style="list-style-type: none"> test & teacher assessments utilized to monitor progress-continue gathering data w/ 4 assessments listed below (excludes CELDT) CAASPP 44-64% of students will achieve gr level proficiency increase 3 year average by 3pts <ul style="list-style-type: none"> EL students-ELA: 21-27% of students will achieve gr level proficiency EL students-Math: 30-42% of students will achieve gr level proficiency <p>Reclassification of English Learners: 20% of English Learners were reclassified in 2014-15</p> <p>Metric: 20% of English Learners will be RFEP, depending on enrollment of English Learners, (in a tiny school of 30 students, an enrollment fluctuation may result in 20% of a given population equaling less than one student).</p> <p>Greater student facility: tablets, desktops, software,</p> <p>24 tablets-increase tablets to 1:1 ratio</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A) Provide highly qualified teachers	Single school	<u>X</u> All OR: -----	partial funding: parcel tax 1000-1999: Certificated Personnel Salaries LCFF \$213,500

	district	<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)	
1A) Provide CC aligned instructional materials	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partial funding: categorical and other resources 4000-4999: Books And Supplies LCFF \$18,500
1A) Provide art, music, poetry, environmental ed. instruction to all students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partial funding: LCFF 5000-5999: Services And Other Operating Expenditures Other \$4,700
1B) Teachers will continue district, SCOE prof. dev.	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partial funding: categoricals 1000-1999: Certificated Personnel Salaries LCFF \$4,000
1C) and 1D) Teachers will provide rigorous instruction with extra support as needed (consulting teacher & resource teacher targeted assistance) and	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	enrichment programs 5000-5999: Services And Other Operating Expenditures LCFF \$2,000 on-line resources 5000-5999: Services And Other Operating Expenditures LCFF \$2,000
<ul style="list-style-type: none"> increased opportunities for reading (and writing) poetry-in-the-schools 			

<ul style="list-style-type: none"> reading challenge access to librarian led weekly reading hr Project-based learning math activities (materials, field trips, tablets, IXL, IA) 		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	consultants, books: Parents Club, Ed. Found, Lottery 5000-5999: Services And Other Operating Expenditures Supplemental \$12,500 <hr/> Inst. Aides 2000-2999: Classified Personnel Salaries LCFF \$20,500
1F) Teachers will provide instruction with extra support as needed (see above) Each student will have access to tablets or computers in class	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Two additional tablets; partial funding: categorical 4000-4999: Books And Supplies LCFF \$1,200
1E) Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading, and Increased opportunities for reading and writing <ul style="list-style-type: none"> informational text reading challenge access to librarian led wkly reading hour 	Single school district	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	support services 5000-5999: Services And Other Operating Expenditures LCFF \$2,000 <hr/> consultants, books 5000-5999: Services And Other Operating Expenditures Supplemental <hr/> see 1C & 1D Supplemental
Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading	Single school district	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	see above 5000-5999: Services And Other Operating Expenditures Supplemental 0 <hr/> additional IA time 2000-2999: Classified Personnel Salaries LCFF \$2,000
For re-designated Fluent English Proficient pupils: additional assistance for core subjects as needed-see above service	Single school district	<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	ses above 5000-5999: Services And Other Operating Expenditures Supplemental 0

		Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>ELA: all students make progress toward gr level proficiency</p> <ul style="list-style-type: none"> • text & teacher assessments utilized to monitor progress-continue gathering data w/ 5 assessments listed below • attendance at ELA, EL & math workshops; maintain attendance levels in all areas including EL <p>Maintain no teacher misassignments</p> <p>improved fluency, comprehension, assessed with:</p> <ul style="list-style-type: none"> • DIBELS: grs K-4: increase students at gr level proficiency by 5% grs 5-8: increase students at gr level proficiency by 5% • dreambox on-line learning resources: • increase percent of students proficient in CC math standards by 2% • Scholastic Reading Counts Lexile monitoring: grs K-4: increase proficiency by 2% grs 5-8: increase or maintain proficiency <ul style="list-style-type: none"> • CAASPP: 64-74% of students will achieve gr level proficiency • CELDT: 20% RFEP rate <p>Improved math skills</p> <ul style="list-style-type: none"> • test & teacher assessments utilized to monitor progress-continue gathering data w/ 4 assessments listed below (excludes CELDT) • CAASPP 44-64% of students will achieve gr level proficiency • increase 3 year average by 3pts <ul style="list-style-type: none"> • EL students-ELA: 21-27% of students will achieve gr level proficiency • EL students-Math: 30-42% of students will achieve gr level proficiency <p>Reclassification of English Learners: 20% of English Learners were reclassified in 2014-15</p> <p>Metric: 20% of English Learners will be RFEP, depending on enrollment of English Learners, (in a tiny school of 30 students, an enrollment fluctuation may result in 20% of a given population equaling less than one student).</p> <p>Greater student facility: tablets, desktops, software,</p> <p>tablets: maintain 1:1 ratio</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A) Provide highly qualified teachers	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	cert. inst. salaries 1000-1999: Certificated Personnel Salaries LCFF \$218,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1A) Provide CC aligned instructional materials	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	inst. materials, supplies 4000-4999: Books And Supplies LCFF \$19,000
1A) Provide art, music, poetry, environmental ed. instruction to all students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	consultants, supplies (fundraisers, Lottery, Ed. Foundation) 5000-5999: Services And Other Operating Expenditures Other \$4,200
1B) Teachers will continue prof. dev. activities provided by district and SCOE	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance at trainings (registration mileage, subs) 1000-1999: Certificated Personnel Salaries LCFF \$6,200
1C) reading proficiency at grade level 1D) math proficiency at grade level Teachers will provide rigorous instruction with extra support as needed (consulting teacher & resource teacher targeted assistance) and Increased opportunities for reading and writing • poetry-in-the- schools	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	enrichment programs 5000-5999: Services And Other Operating Expenditures LCFF \$2,000 on-line resources 5000-5999: Services And Other Operating Expenditures LCFF \$2,000 consultants, books: Parents Club, Ed. Found, Lottery 5000-5999: Services And Other Operating Expenditures

<ul style="list-style-type: none"> • reading challenge • access to librarian led weekly reading hr • Project based learning math activities (materials, field trips, tablets, IXL, IA) 		English proficient _ Other Subgroups: (Specify)	Supplemental \$12,500 Inst. Aides 2000-2999: Classified Personnel Salaries LCFF \$21,000
1F) Teachers will provide instruction with extra support as needed (see above) Each student, gr 5-8 will have access to tablets or computers in class Insurance for tablets will be purchased to allow students to take them home	Single school district	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Two additional tablets 4000-4999: Books And Supplies LCFF \$1,800
Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to increase proficiency in informational text reading	Single school district	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	see above 5000-5999: Services And Other Operating Expenditures Supplemental 0 Supplemental Other
1E) Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading, and Increased opportunities for reading and writing <ul style="list-style-type: none"> • informational text • reading challenge • access to librarian led wkly reading hour 	Single school district	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 additional IA time 2000-2999: Classified Personnel Salaries LCFF \$2,000
For re-designated Fluent English Proficient pupils: Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading	Single school district	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups:	See above 0

		(Specify)	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>ELA: all students make progress toward gr level proficiency</p> <ul style="list-style-type: none"> text & teacher assessments utilized to monitor progress-continue gathering data w/ 5 assessments listed below attendance at ELA, EL & math workshops; maintain attendance levels in all areas including EL <p>Maintain no teacher misassignments</p> <p>improved fluency, comprehension, assessed with:</p> <ul style="list-style-type: none"> DIBELS: grs K-4: increase students at gr level proficiency by 5% grs 5-8: increase students at gr level proficiency by 5% dreambox on-line learning resources: increase percent of students proficient in CC math standards by 2% Scholastic Reading Counts Lexile monitoring: grs K-4: increase proficiency by 2% grs 5-8: increase or maintain proficiency <ul style="list-style-type: none"> CAASPP: 64-74% of students will achieve gr level proficiency CELDT: 20% RFEP rate <p>Improved math skills</p> <ul style="list-style-type: none"> test & teacher assessments utilized to monitor progress-continue gathering data w/ 4 assessments listed below (excludes CELDT) CAASPP 44-64% of students will achieve gr level proficiency increase 3 year average by 3pts <ul style="list-style-type: none"> EL students-ELA: 21-27% of students will achieve gr level proficiency EL students-Math: 30-42% of students will achieve gr level proficiency <p>Reclassification of English Learners: 20% of English Learners were reclassified in 2014-15</p> <p>Metric: 20% of English Learners will be RFEP, depending on enrollment of English Learners, (in a tiny school of 30 students, an enrollment fluctuation may result in 20% of a given population equaling less than one student).</p> <p>Greater student facility: tablets, desktops, software,</p> <p>tablets: maintain 1:1 ratio</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A) Provide highly qualified teachers	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	cert. inst. salaries 1000-1999: Certificated Personnel Salaries LCFF \$223,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1A) Provide CC aligned instructional materials	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	inst. materials, supplies 4000-4999: Books And Supplies LCFF \$19,500
1A) Provide art, music, poetry, environmental ed. instruction to all students	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	consultants, supplies (fundraisers, Lottery, Ed. Foundation) 5000-5999: Services And Other Operating Expenditures Other \$4,500
1B) Teachers will continue prof. dev. activities provided by district and SCOE	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance at trainings (registration mileage, subs) 1000-1999: Certificated Personnel Salaries LCFF \$6,200
1C) reading proficiency at grade level 1D) math proficiency at grade level Teachers will provide rigorous instruction with extra support as needed (consulting teacher & resource teacher targeted assistance) and Increased opportunities for reading and writing	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	enrichment programs 5000-5999: Services And Other Operating Expenditures LCFF \$2,000 -Project based learning math activities (materials, field trips, tablets, IXL, IA) 5000-5999: Services And Other Operating Expenditures LCFF \$2,000

<ul style="list-style-type: none"> poetry-in-the- schools reading challenge access to librarian led weekly reading hr Project based learning math activities (materials, field trips, tablets, IXL, IA) 		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>consultants 5000-5999: Services And Other Operating Expenditures Supplemental \$12,500 Inst. Aides 2000-2999: Classified Personnel Salaries LCFF \$23,500 4000-4999: Books And Supplies LCFF 0</p>
<p>1F) Teachers will provide instruction with extra support as needed (see above)</p> <p>Each student, K-8, will have access to tablets or computers in class</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Two additional tablets 4000-4999: Books And Supplies LCFF \$1,000</p>
<p>1E) Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading, and Increased opportunities for reading and writing</p> <ul style="list-style-type: none"> informational text reading challenge access to librarian led wkly reading hour 	<p>Single school district</p>	<p><input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>consultants-see above 5000-5999: Services And Other Operating Expenditures Supplemental 0 instructional material 4000-4999: Books And Supplies Other \$200 additional IA time 2000-2999: Classified Personnel Salaries LCFF \$2,000</p>
<p>Teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading and increased opportunities for reading and writing</p> <ul style="list-style-type: none"> informational text reading challenge access to librarian led wkly reading hour 	<p>Single school district</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>consultants 5000-5999: Services And Other Operating Expenditures Supplemental 0 additional IA time 2000-2999: Classified Personnel Salaries LCFF 0</p>
<p>For re-designated Fluent English Proficient pupils: teachers will provide rigorous instruction w/ extra support as needed (consulting teacher & resource teacher targeted assistance) to encourage proficiency in informational text reading</p>	<p>Single school district</p>	<p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>consultants 5000-5999: Services And Other Operating Expenditures Supplemental 0 additional IA time 2000-2999: Classified Personnel Salaries LCFF \$2,00</p>

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

GOAL 2:	A) Students will be knowledgeable & informed re: the environment & ecology of their community.(7, 8) B) Student access to fine arts including, art, music, poetry. (7, 8)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students need to be engaged in their learning and connected to the community and its resources to broaden learning experiences. Metric: <ul style="list-style-type: none"> 2013-14 P-annual ADA: 93.1% (historical avg.) (5A) maintain or increase ADA to 94% Limited access to fine arts (7) Metric: two fine arts field trips (PC/SSC meetings) Course access-maintain access to visual & performing arts for all students including unduplicated students and students with exceptional needs (7) Metric: maintain all students', including unduplicated and exceptional needs students, access to music & art Chronic absenteeism: no students exhibited chronic absenteeism Metric: maintain zero students exhibiting chronic absenteeism Priority 5: MS & HS dropout rates and HS graduation rates: N/A
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will participate and volunteer at local events: <ul style="list-style-type: none"> Regional & State Parks for Earth Day clean-up activities Community market grs 7 & 8 students will offer tech assistance table to community members Volunteer FD cadet participation will continue at 80% of grs 7 & 8 students ADA: 94%-staff will remind parents to provide notes, reasons for absences maintain field trip schedule
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A) Project-based learning and integrated thematic instruction will be utilized for increasing student knowledge	Single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Instructional materials, supplies 4000-4999: Books And Supplies LCFF \$1,000 field trips 2000-2999: Classified Personnel Salaries Other

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000
2B) Hands-on project-based instruction will be provided to all students so they are guided in creating their own art, music and poetry. Art, music, poetry & science consultants will be employed to supplement teacher instruction in these areas	Single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partial funding: LCFF 5000-5999: Services And Other Operating Expenditures Other \$4,500 partial funding: LCFF 4000-4999: Books And Supplies Other \$500
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will participate and volunteer at local events: <ul style="list-style-type: none"> • Regional & State Parks for Earth Day clean-up activities • Community market grs 7 & 8 students will offer tech assistance table to community members • Volunteer FD cadet participation will continue at 80% of grs 7 & 8 students • ADA: 94%-staff will remind parents to provide notes, reasons for absences • maintain field trip schedule 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A) Project-based learning and integrated thematic instruction will be utilized for increasing student knowledge	single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional materials, supplies & field trips 4000-4999: Books And Supplies LCFF \$1,000 field trips 2000-2999: Classified Personnel Salaries Other \$1,000
2B) Hands-on project-based instruction will be provided to all students so they are guided in creating their own art, music and poetry. Art, music, poetry & science consultants will be	Single school district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	partial funding: LCFF 5000-5999: Services And Other Operating Expenditures Other \$5,000

employed to supplement teacher instruction in these areas		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will participate and volunteer at local events: <ul style="list-style-type: none"> • Regional & State Parks for Earth Day clean-up activities • Community market grs 7 & 8 students will offer tech assistance table to community members • Volunteer FD cadet participation will continue at 80% of grs 7 & 8 students • ADA: 94%-staff will remind parents to provide notes, reasons for absences • maintain field trip schedule 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A) Project-based learning and integrated thematic instruction will be utilized for increasing student knowledge	Single school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	instructional materials, partial funding: LCFF 4000-4999: Books And Supplies Other \$1,000 field trips 2000-2999: Classified Personnel Salaries Other \$1,000
2B) Hands-on project-based instruction will be provided to all students so they are guided in creating their own art, music and poetry	Single school district	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Art, music & poetry consultants will be employed to supplement teacher instruction in these areas 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000

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

GOAL 3:	A) Maintain a safe, inviting, functional school site (see FIT) for students and community. B) Community access to facilities after school hours.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students need safe and secure facilities to do well in school and be involved in their community. Increased EL parent participation in school activities to increase their involvement in teacher assigned student work. Metric: FIT status: good (1C) Suspensions, expulsions: 0 (6A & B) Stakeholder Survey: 90% replied school provides a very safe and comfortable environment (6C) Increase facility availability to parents' for social events such as student birthday parties, and gatherings to discuss ways to increase student learning (3)
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	maintain FIT status maintain 0 suspensions, expulsions maintain or improve Stakeholder Survey responses re safety (6C) facilities use by parents for student and curriculum related socials (EL parent meetings) will increase metric: no socials now; allow student birthday parties and curriculum related socials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A) Maintain current grounds and building maintenance services (contracted). 3A1) roof repairs	single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing 0000: Unrestricted LCFF 45,000 0000: Unrestricted LCFF 30,000

<p>3B) Parents will be encouraged to use facilities for student related social events and for socials that are curriculum oriented.</p>	<p>single school</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>maintain 0</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>maintain FIT status maintain 0 suspensions, expulsions Community groups will have access to clean, attractive facilities metric: maintain access</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A) Maintain current grounds and building maintenance services (contracted)</p>	<p>single school</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>Ongoing 0000: Unrestricted LCFF \$45,000</p>
<p>3B) Parents will be encouraged to use facilities for student related social events and for socials that are curriculum oriented.</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>maintain</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	maintain FIT status maintain 0 suspensions, expulsions Community groups will have access to clean, attractive facilities for student related social events and socials related to curriculum oriented activities. metric: maintain access for events
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A) Maintain current grounds and building maintenance services (contracted)	single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing 0000: Unrestricted LCFF \$45,000
3B) Parents will be encouraged to use facilities for student related social events and for socials that are curriculum oriented.	single school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	maintain

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

GOAL 4:	Parents will be engaged and involved (3)	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents need to be involved in their students' education in order for the students to be successful. Increase participation of unduplicated count EL and low income students as well as special needs students. Metric: -currently 3 parents regularly volunteer in the classrooms and 3 regularly attend Parent Club. Site Council mtgs; many others attend if specifically recruited for a special event. <ul style="list-style-type: none"> currently 1 parent from unduplicated and special needs student population appears regularly at Parent Club, Site Council mtgs, others attend if specifically recruited for a special event.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	increase parental involvement <ul style="list-style-type: none"> increase number of parents regularly attending PC & SSC mtgs fr 3 to 4. increase number of parents of unduplicated and special needs students regularly attending PC & SSC mtgs from fr 1 to 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Club & Site Council meetings will take place every two-three months.	single school	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost 0
EL parents, as well as others not usually involved will be	single	<input checked="" type="checkbox"/> All	no cost 0

<p>recruited to participate at school mtgs and events. EL parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home. Invitations and presentations will be in Spanish. Low income parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home.</p>	<p>school</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>maintain involvement increase parental involvement</p> <ul style="list-style-type: none"> • increase number of parents regularly attending PC & SSC mtgs fr 3 to 4. • increase number of parents of unduplicated and special needs students regularly attending PC & SSC mtgs from fr 1 to 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent Club and Site Council meetings will take place every two-three months or more often if needed</p>	<p>Single school</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>no cost 0</p>
<p>EL parents, as well as others not usually involved will be recruited to participate at school mtgs and events. EL parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home. Invitations and presentations will be in Spanish. Low income parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home.</p>	<p>single school</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>no cost 0</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	maintain involvement increase parental involvement • increase number of parents regularly attending PC & SSC mtgs fr 3 to 4. • increase number of parents of unduplicated and special needs students regularly attending PC & SSC mtgs from fr 1 to 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Club and Site Council meetings will take place every two-three months or more often if needed.	Single school	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost 0
EL parents, as well as others not usually involved will be recruited to participate at school mtgs and events. EL parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home. Invitations and presentation will be in Spanish. Low income parents will be invited to social gatherings, with refreshments, to learn strategies for improving their students' study skills at home.	single school	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost 0

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	<p>A) All students will be proficient in the common core standards.</p> <p>B) All staff will participate in professional development supporting the Common Core on an ongoing schedule</p> <p>C) All students will read at or above grade level.</p> <p>D) All students will perform at or above grade level in math.(elementary school)</p> <p>E) EL Students will demonstrate proficiency w/informational text comprehension (CAASPP)</p> <p>F) Students will have tech. skills for accessing knowledge & demonstrating competencies</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Math: all students at gr level or above</p> <ul style="list-style-type: none"> text, teacher assessments <p>improved CC based instruction</p> <ul style="list-style-type: none"> workshops <p>maintain: 0</p> <p>Improved fluency, comprehension,</p> <ul style="list-style-type: none"> DIBELS CAASPP <p>62-72% of students will achieve gr level proficiency</p> <p>Improved math skills</p> <ul style="list-style-type: none"> teacher & text assessments CAASPP <p>42-62% of students will achieve gr level proficiency</p> <ul style="list-style-type: none"> increase 3 year average by 3pts Improved comprehension teacher & text assessments CAASPP CELDT <ul style="list-style-type: none"> ELA: 16-22% of students will achieve gr level proficiency Math: 28-38% of students will achieve gr level proficiency 	<p>Actual Annual Measurable Outcomes:</p> <p>READING AT GRADE LEVEL PROFICIENCY: fluency, comprehension</p> <ul style="list-style-type: none"> CAASPP results pending DIBELS: Reading (fluency, comprehension) <p>Grs 2-4: 86% achieved 1 yr (or more) reading growth 57%: at or above gr level 29%: approaching gr level 14%: far below grade level</p> <p>Grs 5-8: 50% achieved 1 yr (or more) reading growth 75% at or above grade level. 17% approaching gr level 8% of students far below grade level</p> <ul style="list-style-type: none"> READING COUNTS LEXILE LEVELS: Grs K-4: August, 2014: Adv: 13% -Proficient: 20% -Basic: 20% -Below: 47% EL students Adv: 0% -Proficient: 0% -Basic: 0% -Below: 100%

<p>Greater student facility: tablets, desktops, software</p> <p>22 tablets</p>	<ul style="list-style-type: none"> • Grs K-4: May, 2015 • Adv: 29% -Proficient: 29% -Basic: 29% -Below: 14% • EL students • Adv: 0% -Proficient: 25% -Basic: 50% -Below: 25% • Grs 5-8: August, 2014 • Adv: 0% -Proficient: 50% -Basic: 40% -Below: 10% • EL students • Adv: 0% -Proficient: 33% -Basic: 66% -Below: 0% • Grs 5-8, May 2015 • Adv: 42% -Proficient: 42% -Basic: 8% -Below: 8% • EL students • Adv: 0% -Proficient: 66% -Basic: 33% -Below: 0% <p>MATH SKILLS AT GRADE LEVEL PROFICIENCY</p> <ul style="list-style-type: none"> • Dreambox Math Standards Grade Level Proficiency Assessment -before: Jan. 2015 -after: May, 2015 • Gr K: -before: 75% -after: 93% • Gr 1: -before: 63% -after: 82% • Gr 2 -before: 44% -after: 60% • Gr 3 -before: 33% -after: 37% • Gr 4 -before: 29% -after: 35% • Gr 5 -before: 24% -after: 30% • Gr 6 -before: 17% -after: 24% • Gr 7 -before: 1% -after: 13% • Gr 8 -before: 0% -after: 8% • Gr 9 -before: 0% -after: 3% <p>IMPROVED CC BASED INSTRUCTION</p> <ul style="list-style-type: none"> • Teachers reported improved understanding of CC mat & ELA standards resulting in improved instructional strategies
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1A) Provide highly qualified teachers	(LCFF, Lottery, parcel tax) 1000-1999: Certificated Personnel Salaries LCFF \$215,000	All teachers highly qualified. Cost excludes administration.	LCFF and Parcel Tax 1000-1999: Certificated Personnel Salaries LCFF \$209,300

<p>Scope of Service Single school district</p>		<p>Scope of Service Single school district</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1A) Provide CC aligned instructional materials</p>	<p>inst. materials, supplies 4000-4999: Books And Supplies LCFF \$23,000</p>	<p>The District piloted several math programs including Engage NY, Expressions & College Prep Math. Engage NY for grades K-8 & Expressions for grades K-4 are scheduled for adoption. Other ELA & math support materials are CC aligned. Cost includes texts & other instructional materials.</p>	<p>Sources also include Lottery, Parcel Tax 4000-4999: Books And Supplies LCFF \$18,000</p>
<p>Scope of Service Single school district</p>		<p>Scope of Service Single school district</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1A) Provide art, music, poetry, environmental ed. instruction to all students</p>	<p>consultants, supplies (fundraisers, Lottery, Ed. Foundation) 5000-5999: Services And Other Operating Expenditures Other \$4,000</p>	<p>The District implemented all the enrichment programs that were scheduled except for Poetry-in-the Schools. The school and community were pleased with the enrichment programs outcomes.</p>	<p>Funding: CHCP, FREF, Parents Club, LCFF. 5000-5999: Services And Other Operating Expenditures Other \$4,700</p>
<p>Scope of Service Single school district</p>		<p>Scope of Service</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1B) Teachers will continue prof. dev. activities provided by district and SCOE</p>	<p>Attendance at trainings (registration mileage, subs) 1000-1999: Certificated Personnel Salaries LCFF \$6,000</p>	<p>Staff participated in a variety of trainings this year, primarily focused on implementing the California ELA and math standards, as well as preparing for administering the CAASPP testing program.</p>	<p>Funding: CC Implementation, Title II, LCFF 1000-1999: Certificated Personnel Salaries LCFF \$3,400</p>
<p>Scope of Service ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service ----- <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1C) 1D) Teachers will provide rigorous instruction with extra support as needed (before & after school w/ Inst. Aide tutoring, resource teacher assistance)</p>	<p>Increased opportunities for reading (and writing)</p> <ul style="list-style-type: none"> poetry-in-the- schools reading challenge access to librarian led weekly reading hr <p>-Project based learning math activities (materials, field trips, tablets, IXL, IA)</p> <p>consultants, books: Parents Club, Ed. Found, Lottery</p> <p>4000-4999: Books And Supplies</p>	<ul style="list-style-type: none"> Reading was a focus in both classrooms. Grs 5-8 teacher provided reading challenge incentive, w/ students reading at least 40 books during year. Grs K-8 implemented Scholastic's Reading Counts Prog. which provides various incentives designed to increase & improve student reading skills. Staff, parents agreed significant improvement in reading skills. Grs 5-8 science/astronomy/ELA consultant provided motivational cross-curricular astronomy unit w/ 	<p>Reading Counts 5000-5999: Services And Other Operating Expenditures Other \$1,250</p> <p>Consultants 5800: Professional/Consulting Services And Other Operating Expenditures Supplemental \$13,000</p> <p>Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>IA Costs: various, including \$17,000 LCFF 2000-2999: Classified Personnel Salaries LCFF \$39,000 2000-2999: Classified Personnel</p>

	<p>Other \$2,000</p> <p>Inst. Aides 2000-2999: Classified Personnel Salaries LCFF \$16,800</p>	<p>focus on sci & math; unit also utilized ELA skills building for summative project.</p> <ul style="list-style-type: none"> • K-4 consulting teacher for at-risk ELA & math students provided intensive 2X/wk small group setting for students needing extra skills development. Students made significant progress as a result of this program. • IXL and dreambox skills building and motivational tools for all K-8 students. • Inst. Aides supported classroom teachers in small group and individualized instruction. 	<p>Salaries LCFF</p>
<p>Scope of Service</p> <hr/> <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>Scope of Service</p> <hr/> <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>1F) Teachers will provide instruction with extra support as needed (see above)</p> <p>Each student, gr 5-8 will have access to tablets or computers in class</p>	<p>Additional tablet</p> <p>Inst Aides (cost see above)</p> <p>Other</p> <p>Tablet 4000-4999: Books And Supplies LCFF \$500</p>	<p>Three tablets & accessories purchased; all grs 5-8 students have access to tablets. Insurance for devices purchased & students take them home for homework and project assignments. See above for reading, math instructional support activities.</p>	<p>Cost: tablets, accessories, insurance. 4000-4999: Books And Supplies Other \$2,250</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</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>Teachers will provide rigorous instruction w/ extra support as needed (before & after school Inst. Aide tutoring, resource teacher assistance) to encourage proficiency in informational text reading</p>	<p>Increased opportunities for reading (and writing)</p> <ul style="list-style-type: none"> • informational text • reading challenge • access to librarian led wklly reading hour <hr/> <p>consultants, books 4000-4999: Books And Supplies Supplemental \$2,000</p> <hr/> <p>additional IA time 2000-2999: Classified Personnel Salaries Supplemental \$5,600</p>	<p>IA's provided extra time after school to work w/ teachers for lesson planning, collaboration. Before/after school tutoring minimized due to IA's resignation in Oct. & bus schedule.</p>	<p>Collaboration cost 0000: Unrestricted LCFF \$1,200</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will provide rigorous instruction w/ extra support as needed (before & after school Inst. Aide tutoring, resource teacher assistance) to encourage proficiency in informational text reading</p>	<p>Additional assistance for core subjects as needed</p> <p>additional IA time 2000-2999: Classified Personnel Salaries Supplemental \$5,600</p>	<p>See above for a description of extra instructional support services and costs.</p>	<p>not implemented</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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 type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For re-designated Fluent English Proficient pupils:</p>	<p>Additional assistance for core subjects</p> <ul style="list-style-type: none"> • See above 	<p>Resource teacher provided individualized support in math and ELA for EL and FEP students.</p>	<p>see above 1000-1999: Certificated Personnel Salaries Other</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input 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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions described above were effective in implementing the Common Core standards, and will be carried forward into the 2015-16 LCAP. The before-and-after-school tutoring program was dropped in October due to personnel changes. That action was replaced with the ELA & math supplemental teacher services which were deemed very effective. Expenditures increases are expected to be minimal.</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:	A) Students will be knowledgeable & informed re: the environment and ecology of their community. B) Student access to fine arts including, art, music, poetry	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will participate and volunteer at local events: <ul style="list-style-type: none"> Ft Ross St Park Volunteer FD ADA: 93.1% Students assessed w/fine art rubrics <ul style="list-style-type: none"> add 1 field trip maintain 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Stillwater Cove & Old Fort Ross School field trip provided environmental and living history experience and volunteer opportunity. Volunteer FD cadet program ongoing. Student art production included masks, ceramic objects and jewelry ADA: 96.9% (small enrollments fluctuate excessively) 	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2A) Project based learning and integrated thematic instruction will be utilized for increasing student knowledge	Instructional materials, supplies & field trips LCFF \$2,000	<ul style="list-style-type: none"> fiber arts projects include math skills applications as well as history and cultural components; costs for fiber arts support Astronomy Unit: included ELA, focused on writing, and art component as well math and science. Costs include fiber arts & astronomy 	projects costs 4000-4999: Books And Supplies LCFF \$500 astronomy costs included in Goal 1 update 5000-5999: Services And Other Operating Expenditures Supplemental
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2B) Hands-on project based instruction will be provided to all students so they are guided in creating their own art, music and poetry</p>	<p>Art, music & poetry consultants will be employed to supplement teacher instruction in these areas</p> <p>field trips \$5,000</p>	<p>Astronomy, ceramics, fiber arts & music units provided kinesthetic learning opportunities. Poetry not implemented.</p>	<p>sources: LCFF, community 5000-5999: Services And Other Operating Expenditures Other \$10,000</p>
<p>Scope of Service Single school district</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<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>Actions implementing this goal were effective and will be carried forward. Only the poetry-in-the-schools component was dropped due to personnel changes; it was replaced with the grs 5-8 Astronomy unit, which had an emphasis on ELA as well as art and science. This program was deemed very effective and is scheduled to return with the 2015-16 LCAP. Expenditures increases are expected to be minimal.</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 3 from prior year LCAP:	A) Maintain a safe, inviting, functional school site (see FIT) for students and community. B) Community access to facilities after school hours.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	maintain FIT status maintain 0 suspensions, expulsions Community groups will have access to clean, attractive facilities	Actual Annual Measurable Outcomes: • FIT status still Good • 0 suspensions, expulsions • School facilities utilized by community	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3A) Maintain current grounds and building maintenance services (contracted)	Routine maintenance \$2,000 Regular grounds service \$1,000 Deferred Maintenance \$15,000	• Grounds maintained in good condition-includes chips • Routine Maintenance ongoing • HVAC-unexpected repairs/replacements	Routine Maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$8,500 grounds maintained as needed, includes playgrounds 5000-5999: Services And Other Operating Expenditures LCFF \$1,800 major expenditures included HVAC repairs & replacements 0000: Unrestricted LCFF \$10,000
Scope of Service		Scope of Service	
<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"/> 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3B) Facility Use Forms and Facility Use Calendar will be readily available to public	Keep facility use fees at reasonable levels		Forms calendar readily available, fees constant
Scope of Service <hr/> <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)		Scope of Service <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions supporting this goal were effective and will be maintained. Additionally, a new action aimed at increasing the participation of unduplicated count students was developed and added for the 2015-16 LCAP. Expenditures associated with this goal are minimal.		

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

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

Original GOAL 4 from prior year LCAP:	A) Parents will be engaged and involved		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	maintain involvement		Actual Annual Measurable Outcomes:	parent involvement maintained
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parent Club and Site Council meetings will take place every two months or more often if needed	Notices in Friday Bulletin, email reminders & phone calls to encourage attendance; treats will be served	Parent Club & Site Council meetings as needed; meeting report provided to Board of Ed.	minimal	
Scope of Service		Scope of Service		
<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)		<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	The 2014-15 actions designed to maintain and increase parent participation at PC & SSC meetings were deemed less than effective. An emphasis on recruiting unduplicated count students' parents, including EL, special needs and low income parents will be implemented. Expenditures: N/A.			

goals?

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:	<u>\$19,459</u>
This amount will be used to partially fund the consulting teacher and instructional aides in each classroom, who will provide the supplementary services listed above (extra instructional assistance in the classroom) to English Learners, Low Income students and Re-designated FEP students. There currently are no Foster Youth enrolled in the district. The total cost of these services is \$50,000. We are using the full amount of our supplemental/concentration grant for our unduplicated students.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.15	%
The percentage by which services for unduplicated students must be increased/improved, compared to services provided for all students, is 8.15%. Two Inst. Aides provide services for all students and the consulting teacher provides services in grades K-4; they also provide supplemental services for EL and FRLP students (no Foster Youth enrolled). Additional services focused on these students include after-school teacher-Instructional Aide planning time for each of these students, and after-school tutoring. The additional services, costing about \$6,000, will be funded by LCFF base grant money and the ratio of time for all services for unduplicated low income, EL and FRLEP students, as compared to all students, is expected to equal or exceed 8.15%. That is reflected in the proportional time of one-on-one instruction that unduplicated count students receive above and beyond what all students receive.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	282,500.00	324,400.00	364,900.00	340,700.00	348,600.00	1,054,200.00
LCFF	263,300.00	291,700.00	341,700.00	318,000.00	324,400.00	984,100.00
Other	6,000.00	18,200.00	10,700.00	10,200.00	11,700.00	32,600.00
Supplemental	13,200.00	14,500.00	12,500.00	12,500.00	12,500.00	37,500.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	280,500.00	324,400.00	364,900.00	340,700.00	348,600.00	1,054,200.00
0000: Unrestricted	0.00	11,200.00	75,000.00	45,000.00	45,000.00	165,000.00
1000-1999: Certificated Personnel Salaries	221,000.00	212,700.00	217,500.00	224,200.00	229,200.00	670,900.00
2000-2999: Classified Personnel Salaries	28,000.00	39,000.00	23,500.00	24,000.00	26,700.00	74,200.00
4000-4999: Books And Supplies	27,500.00	20,750.00	21,200.00	21,800.00	21,700.00	64,700.00
5000-5999: Services And Other Operating Expenditures	4,000.00	27,750.00	27,700.00	25,700.00	21,000.00	74,400.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	13,000.00	0.00	0.00	5,000.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	280,500.00	324,400.00	364,900.00	340,700.00	348,600.00	1,054,200.00
0000: Unrestricted	LCFF	0.00	11,200.00	75,000.00	45,000.00	45,000.00	165,000.00
1000-1999: Certificated Personnel Salaries	LCFF	221,000.00	212,700.00	217,500.00	224,200.00	229,200.00	670,900.00
2000-2999: Classified Personnel Salaries	LCFF	16,800.00	39,000.00	22,500.00	23,000.00	25,700.00	71,200.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental	11,200.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	23,500.00	18,500.00	20,700.00	21,800.00	20,500.00	63,000.00
4000-4999: Books And Supplies	Other	2,000.00	2,250.00	500.00	0.00	1,200.00	1,700.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	10,300.00	6,000.00	4,000.00	4,000.00	14,000.00
5000-5999: Services And Other Operating Expenditures	Other	4,000.00	15,950.00	9,200.00	9,200.00	4,500.00	22,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	1,500.00	12,500.00	12,500.00	12,500.00	37,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	13,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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