

Introduction:

Executive Summary Forestville Elementary (TK-1)

District Priority 1 To become a model school district based on 21st century learning, high expectations and a commitment to excellence for all students.

LCAP GOAL 1 (State Priority 2)

Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS. The availability of high-quality CCSS and NGSS instructional materials is reviewed and materials are adopted as appropriate.

District Priority 2 and 3: To provide a comprehensive instructional program and a learning environment that integrates 21st century learning skills and promotes high levels of achievement.

LCAP GOAL 2 (State Priority 4)

Achievement is increased for all students as measured by district adopted benchmark assessments in ELA, math, science and history/social studies that are aligned to the CCSS and NGSS.

LCAP GOAL 3 (State Priority 2, 4)

Leveled high quality EL development is provided for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners. Monitor student progress towards redesignation.

LCAP GOAL 4 (State Priority 8)

All students have the technology skills to show applied problem-solving and content knowledge on the computer-based state CCSS assessment. Students show mastery of the grade level technology skills identified in the District's Technology Plan (to be developed).

LCAP GOAL 10 - Maintain existing practices: (State Priority 1,4,5,7)

- 1) Hire teachers and monitor credentials/assignments to ensure highly qualified staff
- 2) Complete an annual FIT report and make facility improvements so all facilities are in good condition (90% or above)
- 3) Provide every student with standards-aligned instructional materials
- 4) Continue to provide all students with access to and enrollment in all required areas of study

District Priority 4 To support the socio-emotional/physical development of each student, mastery of core academics, and 21st century skills for each student.

LCAP GOAL 7: (State Priority 5)

The attendance rate is increased 1% per year up to 96%. Decrease truancy rate to 17%

LCAP GOAL 8 (State Priority 6)

There is a reduction in office referrals for discipline and student reports of bullying. Students and staff report a positive learning and working environment.

LCAP GOAL 9 (State Priority 8)

An average of 75% of students meet each of the six California Physical Fitness HFZ measures

District Priority 5: To create opportunities for parents, community, and business leaders, to be actively engaged as partners in supporting student achievement.

LCAP GOAL 5 (State Priority 3, 8)

The school reaches out to the Forestville community to invite their involvement in the school while providing students with opportunities to be involved in community activities and events.

LCAP GOAL 6 (State Priority 3, 6)

English Learner parents and economically disadvantaged parents are involved in decision-making and in their child's education/school activities. Parents have increased access to data on their child's achievement through the on-line student information system.

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Parent Connection: Forestville school community meeting the first Wednesday of each month to informally discuss topics of interest and areas for improvement. Topics included: volunteer opportunities, internet safety, social media, behavior expectations, LCAP process, Middle School Charter, K-3 class configurations, 4-6 class configurations

DELAC: English learner parents and economically disadvantaged parents are involved in goal setting and decision making

Foundation Meetings: Parent group meets once per month to plan activities schoolwide, support enrichment classes, and support teachers with projects. Administration gives the group a monthly update on school issues and activities.

Staff Meetings (Certificated and Classified): Ongoing meetings with staff covering topics of interest and concern. Update on funding formulas and LCAP bi-annually

LCAP Meetings: Meetings regarding the update and goal setting of LCAP. Meetings include members from the classified and certificated staff, community members, parents, and board members. Discussion included updates from staff and DELAC, surveys, CAASPP scores, local assessments data

Board Meetings: Monthly meetings regarding the governance body. LCAP updates monthly beginning in January 2016.

Surveys: Parent, student and staff survey regarding school climate and curriculum. A second survey was administered to parents, staff, and students specifically regarding technology.

Student Forums: Student forum with alumni students regarding areas of strengths and weakness of school program. Student forum with students in grades 4-8 to discuss curriculum, engagement, electives, and safety.

Bargaining Units: Each bargaining unit, both certificated (FTA) and classified (CSEA), were included and consulted in the LCAP process through staff meetings, community meetings, surveys, and LCAP meetings.

The District Advisory Committee (DAC) -Jan. 2016- The primary group of stakeholders involved in reviewing data and completing the annual update. The DAC has parent, teacher, classified and administrative members. The Bilingual Liaison is a member of DAC and conveys feedback between the DELAC and Spanish-speaking parents to ensure input to DAC. The DELAC met concurrent to DAC to give input on the annual update. Once the process expectations were clarified at the county level, the DAC began meeting monthly and the focus of these meetings was on reviewing data related to the current year LCAP goals and the status of implementing LCAP strategies. Based on this outcome data, the DAC identified what to do differently for the next three years. This was recorded on an input form for wider communication and input.

DELAC – Feb. 2016 - Report on what has been done to implement the LCAP this year. What worked well for them this year and what could have worked better? Are there any recommendations on changes to the plan for the next three years? Where and how would parents like more input on decision making? How can DAC/DELAC meetings best meet their needs? (LCAP 5)

District Advisory Committee (DAC)/LCAP Advisory Committee –Feb. 2016- Review the changes to the LCAP process. Review the matrix to show how the Strategic Directions, key strategies, LCAP required goals and LCAP required measures fit together. Review the status of progress on implementing the LCAP year-to-date as a means to evaluate what worked and should be changed for the 3-year update. Review the parent survey and suggest how to increase response rate.

Teachers– Mar/Apr - Participated in survey, gave input on annual goals

Students – April 2016 – Psychologist meets with students as a focus group to get input on school climate related to LCAP.

Parents – Mar/April 2016 – Parent survey on questions related to the LCAP and technology

Parents- April- Foundation meeting discussing the multiple ways we get parent input. 3 meetings monthly held in the morning, afternoon, and evening.

DAC/LCAP Advisory Committee –April 2016 - Review LCAP data including: 1) Williams Reporting on the availability of curriculum

	<p>materials (LCAP 3); 2) updated FIT report (LCAP 2); 3) parent portal (LCAP 5); 4) percentage of teachers who are highly qualified (LCAP 1); 5) review of student schedules to ensure that all students have full access to all required areas of study (LCAP 11); and 6) student attendance rate and truancy rate year-to-date (LCAP 9.) Review the parent survey findings. Data on implementation in 2015/16 is the basis for developing the new 3-year plan.</p> <p>Suggestions from meetings, surveys, and student forums, were used to revise LCAP goals.</p> <p>Teachers – April 2016 – Teachers respond to a technology survey.</p> <p>DAC/LCAP Advisory Committee – May 2016 – Review LCAP documents and make adjustments to proposed goals</p> <p>Parents- Foundation Meeting- May 2016 - Review proposed LCAP</p> <p>Public hearing – 6/16/16 – Present the LCAP for comment.</p> <p>Board – 6/23/16 - Approve the LCAP.</p>
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<p>Annual Update:</p> <p>Parent Connection: Meeting Dates: 10-07-15, 11-4-15, 12-2-15, 1-6-16, 2-3-16, 3-2-16, 4-6-16, 5-4-16</p> <p>DELAC: 12-15-16, 2-23-16, 4-26-16</p> <p>Foundation Meetings: Discussion specifically on LCAP 8-26-15, 2-23-16, 4-26-16</p> <p>Certificated Staff Meeting: Discussion specifically on LCAP 9-1-15, 1-5-16</p> <p>Classified Staff Meeting: Discussion on LCAP 3-15-16</p> <p>LCAP Meetings: 1-28-16,2-25-16, 4-28-16, 5-26-16</p> <p>Board meetings: 1-21-16, 2-18-16, 3-10-16, 4-21-16, 5-19-16, Public Hearing 6-16-16, LCAP/Budget adoption 6-23-16</p> <p>Surveys: Delivered to stakeholder groups in March and April 2016</p>	<p>Annual Update:</p> <p>The goals have been edited to reflect the input of the DELAC and DAC committee meetings. The DAC/LCAP Advisory Committee has a central role in the annual LCAP development, monitoring of implementation, assessing the impact of implementation and recommending changes to the LCAP for the following year based on data and the input of all groups including DELAC, parents, community members, teachers, classified staff and students. The DAC monitors the LCAP using an action plan, which is checked off as tasks are completed. This process provides accountability for LCAP implementation and a mid-course corrections mechanism to ensure that progress is made on the goals and in the key strategies identified in the LCAP.</p> <p>The parent survey results are reviewed by DAC.</p> <p>The review identifies that areas of need are student attendance, closing the achievement gap, and digital citizenship. New strategies added this year need to continue. The response rate on the parent survey was higher with the new process. On the whole, the responses</p>
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<p>Student Forum: Alumni 3-17-16, 7/8 grades 4-7-16, 4-6 grades 4-21-16</p>	<p>are positive. We would want to see the quality of the school program as one of the primary reasons parents chose to have their child attend the school.</p> <p>Presented copy of LCAP summary in report to the Board. There were no edits recommended.</p> <p>Presented copy of LCAP summary to the Foundation. There were no edits recommended.</p> <p>Students were engaged in the process of the forum to give input on academic, social cultural, and environmental elements of the school.</p> <p>Parents value the arts program especially drama program</p> <p>Teacher input on technology identifies that a differentiated professional development plan is needed. Many teachers are interested in increased use of technology in the classroom.</p> <p>Parents liked the addition of the Bilingual Liaison position they would like to see the position expanded. Consider the best time of day for meetings.</p> <p>LCAP mentioned in the Second Interim Report from SCOE</p> <p>There were no public comments about LCAP changes.</p> <p>Additional work is needed on student preparation for benchmarks and refining the benchmarks. Student performance is below expectation</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal

in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS. The availability of high-quality CCSS and NGSS instructional materials is reviewed and materials are adopted as appropriate.	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	All students need a high quality and engaging instructional program to master the CCSS. Metrics: Classroom observations identify that for 74% of teachers “Skills being taught are aligned to the standards for the grade”. On the LCAP teacher survey, 24% of teachers report that they taught to the rigor of the CCSS for 80% to 100% of the instructional day In the last week.	

Goal Applies to:	Schools: Forestville Elementary		
	Grades: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) "Skills being taught are aligned to the standards for the grade". Ten percent more teachers (44%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week. Board reports address findings from the review of CCSS and NGSS aligned instructional materials by April 2017.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
		Budgeted Expenditures	
1.1) Assign a Teacher on Special Assignment (TOSA) to serve as an Instructional Coach. This coach works in classrooms to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2692 3010, 1910, 3xxx
1.2) Paraprofessionals and teachers support the academic and emotional success of students.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,132 3010, 2100- 3xxx

<p>1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be more effective in teaching the CCSS. Purchase supplemental materials as needed to teach CCSS and NGSS. Provide professional development for teachers on implementing CCSS and NGSS.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1050 3010-5200</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) “Skills being taught are aligned to the standards for the grade”. Ten percent more teachers (54%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week. Board reports address findings from the review of CCSS and NGSS aligned instructional materials by April 2018.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1) Assign a Teacher on Special Assignment (TOSA) to serve as an Instructional Coach. This coach works in classrooms to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2692 3010, 1910, 3xxx</p>	
<p>1.2) Paraprofessionals and teachers support the academic and emotional success of students.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,132 3010, 2100-3xxx</p>	

1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be more effective in teaching the CCSS. Purchase supplemental materials as needed to teach CCSS and NGSS. Provide professional development for teachers on implementing CCSS and NGSS.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1050 3010-5200
LCAP Year 3			
Expected Annual Measurable Outcomes:	Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) “Skills being taught are aligned to the standards for the grade”. Ten percent more teachers (54%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week. Board reports address findings from the review of CCSS and NGSS aligned instructional materials by April 2019.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1) Assign a Teacher on Special Assignment (TOSA) to serve as an Instructional Coach. This coach works in classrooms to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2692 3010,1910, 3xxx
1.2) Paraprofessionals and teachers support the academic and emotional success of students.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,132 3010, 2100- 3xxx

<p>1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be more effective in teaching the CCSS. Purchase supplemental materials as needed to teach CCSS and NGSS. Provide professional development for teachers on implementing CCSS and NGSS.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1050 3010-5200</p>
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GOAL:	<p>2) Achievement increases for all students as measured by district benchmark assessments in ELA and math that are aligned to the CCSS and NGSS. Monitor and close any achievement gaps between all students as compared to the following significant subgroups: EL students, Hispanic/Latino students, socio-economically disadvantaged students and students with disabilities.</p> <p>The district comprises of only TK-1 students. There are no statewide assessments. Priority 4 is NA.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local: K/1 ELA and Math Benchmarks</p>	
Identified Need:	<p>All students and significant subgroups need to master the CCSS and NGSS to be ready for high school and later for college/career. Statewide assessments are not available for Tk-1 students.</p> <p>Metric: Benchmark is at least a 10% increase until 80% passage rate over 2015/16 mid-year benchmark for ELA and Math. 2015-16 benchmark were an ELA passage rate of: 36% at K and 59% at 1st grade. Math passage rate 72% at K and 73% at 1st.</p>		
Goal Applies to:	Schools:	<p>Forestville Elementary</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance. Metric: Benchmark is at least a 5% increase over 2015/16 mid-year benchmark passage rates for ELA and math.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>2.1) TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,938 Supplemental, 0000,1910,3xxx</p>
<p>2.2) Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$18,483 0000,2900,3xxx</p>
<p>2.3) District will provide eligible students free and reduced breakfast and lunch.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$38,367 Supplemental, 0000-7616</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance. Metric: Benchmark is at least a 5% increase over 2016/17 mid-year benchmark passage rates for ELA and math.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1) TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. TOSA works with teachers on instructional strategies for CCSS implementation that	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$11,938 Supplemental, 0000,1910,3xxx
2.2) Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$18,483 0000,2900,3xxx
2.3) District will provide eligible students free and reduced breakfast and lunch.	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$38,367 Supplemental, 0000-7616
LCAP Year 3			
Expected Annual Measurable Outcomes:	Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance. Metric: Benchmark is at least a 5% increase over 2017/18 mid-year benchmark passage rates for ELA and math.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1) TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,938 Supplemental, 0000,1910,3xxx</p>
<p>2.2) Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$18,483 0000,2900,3xxx</p>

<p>2.3) District will provide eligible students free and reduced breakfast and lunch.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$38,367 Supplemental, 0000-7616</p>
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GOAL:	<p>3) Leveled high quality English-language development is provided for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners. Monitor student progress towards redesignation.</p>	<p>Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A</p>
Identified Need:	<p>Identified Need:</p> <p>English Learners need high quality English Language Development instruction to accelerate their English language acquisition. These students need instruction delivered throughout the school day that supports their accessing English and the content being taught. Students need to develop their English language proficiency to have the skills to progress one level on the CELDT test, with the exception of the intermediate level, which is expected to take two years.</p> <p>2016-17</p> <p>Metric: On the classroom observation survey under English Learners, observations identify that “Scaffolding and supporting strategies are apparent” in 50% of classrooms and there are “Extended and rich opportunities for student-to-student interactions” in 50% of classrooms.</p> <p>On the 2015-16 CELDT, each of the 14 EL students in the beginning and intermediate levels need to move up a level (1 at the intermediate level, 7 at the early intermediate level and 6 at the beginning level).</p> <p>The R-FEP rate will increase from 18% in 2015-16 to 19% in 2016/17.</p>	
Goal Applies to:	Schools:	<p>Forestville Elementary</p> <p>Grades: All</p>
	Applicable Pupil Subgroups:	<p>Redesignated fluent English proficient, English Learners</p>
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>2016-17</p> <p>Observations by the TOSA show that classroom instruction includes strategies that increase access for English Learners. EL students progress one level per year on the CELDT with the exception of the intermediary level, which will take two years. The EL reclassification (R-FEP) rate is comparable to the county average.</p> <p>Metric: On the classroom observation survey under English Learners, observations identify 50% of classrooms will demonstrate that “Scaffolding and supporting strategies are apparent” and there are extended and rich opportunities for student-to-student interactions which will enable ELs to access the CCSS and ELD standards for the purpose of gaining knowledge and attaining English proficiency.</p> <p>On the CELDT, the ELs in 2015/16 each move up a level. The expectation is that students will be at the intermediate level for two years.</p> <p>The R-FEP rate will increase from 18% in 2015/16 to 19% in 2016/17.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2016-2017</p> <p>3.1) Implement the ELD standards as a consistent classroom practice. Provide ELD professional development through a Teacher on Special Assignment Coach and SCOE provided training. This professional development includes the ELA/ELD Framework. Monitor individual student progress towards reclassification.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$6350</p> <p>Supplemental, 0000,2100,3xxx</p> <p>\$2000</p> <p>Supplemental, 0000,4310</p>
LCAP Year 2			

Expected Annual Measurable Outcomes:	Observations by the TOSA show that classroom instruction includes strategies that increase access for English Learners. EL students progress one level per year on the CELDT with the exception of the intermediary level, which will take two years. Metric: On the classroom observation survey under English Learners, observations identify that in double the number of classrooms “Scaffolding and supporting strategies are apparent” and there are “Extended and rich opportunities for student-to-student interactions”. On the CELDT, the ELs in 2016/17 each move up a level. The expectation is that students will be at the intermediate level for two years. The R-FEP rate will increase from 19% in 2016/17 to 20% in 2017/18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1) Implement the ELD standards as a consistent classroom practice. Provide ELD professional development through a Teacher on Special Assignment Coach and SCOE provided training. This professional development includes the ELA/ELD Framework. Monitor individual student progress towards reclassification.	Forestville Elementary School Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$6350 Supplemental, 0000,2100,3xxx \$2000 Supplemental, 0000,5200
LCAP Year 3			
Expected Annual Measurable Outcomes:	Observations by the TOSA show that classroom instruction includes strategies that increase access for English Learners. EL students progress one level per year on the CELDT with the exception of the intermediary level, which will take two years. Metric: On the classroom observation survey under English Learners, observations identify that in double the number of classrooms “Scaffolding and supporting strategies are apparent” and there are “Extended and rich opportunities for student-to-student interactions”. On the CELDT, the ELs in 2016/17 each move up a level. The expectation is that students will be at the intermediate level for two years. The R-FEP rate will be maintained at 20% in 2018/19.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Implement the ELD standards as a consistent classroom practice. Provide ELD professional development through a Teacher on Special Assignment Coach and SCOE provided training. This professional development includes the ELA/ELD Framework. Monitor individual student progress towards reclassification.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$6350 Supplemental, 0000,2100,3xxx \$2000 Supplemental, 0000,5200</p>
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GOAL:	4) Students show mastery of the grade level technology skills identified in the District's Technology Plan.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local: Students master 21st century technology skills.
Identified Need:	Students need 21st century technology skills to be prepared for 21st century learning and mastery of CCSS and NGSS. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey was at 11.76% in 2014/15. On the Bright Bytes survey (21st Century Learning Report) students are at the emerging level for digital citizenship. For online skills, measured as "student use of the 4Cs", students are at the emerging level.		
Goal Applies to:	Schools:	Forestville Elementary Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	The technology plan is implemented. Equipment to support this plan will be purchased as noted in the plan. This plan sets specific mastery targets by grade level; thus the percentage of students meeting grade level performance benchmarks can be monitored. The level of technology skills will also be monitored through annually administering the Bright Bytes survey to monitor student perceptions about their technology skills. Teachers' technology skills will be monitored through the annual LCAP teacher survey and through teachers' Bright Bytes survey data. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey will increase from 25% in 2015/16 to 30% in 2016/17. On the Bright Bytes survey (21st Century Learning Report) students are at the proficient level for digital citizenship and online skills.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,250 1100, 5840</p>	
<p>4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3000 3010,5202</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>4.1) The technology plan is implemented. Equipment to support this plan will be purchased as noted in the plan. This plan sets specific mastery targets by grade level. The percentage of students meeting grade level performance benchmarks is monitored. Teachers' technology skills will be monitored through the annual LCAP teacher survey and through teachers' Bright Bytes survey data. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey will increase from 30% in 2016/17 to 35% in 2017/18.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,250 1110, 5840</p>	

4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 3010,5202
LCAP Year 3			
Expected Annual Measurable Outcomes:	The technology plan is implemented. Equipment to support this plan will be purchased as noted in the plan. This plan sets specific mastery targets by grade level. The percentage of students meeting grade level performance benchmarks is monitored. Teachers' technology skills will be monitored through the annual LCAP teacher survey and through teachers' Bright Bytes survey data. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey will increase from 35% in 2017/18 to 40% in 2018/19.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$6,250 1110, 5840
4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 3010,5202

GOAL:	5). The school reaches out to the Forestville community to invite their involvement in the school while providing students with opportunities to be involved in community activities and events.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Schools and communities both benefit from working together. Students are better prepared for citizenship by being involved in and contributing to their community. There are community members whose participation in the school would contribute to students' education. Note: This is a new goal for 2015/16 that was added in response to LCAP input meetings. Metric: The number of adults volunteering at the school will be maintained at 408 at grades K-1.		
Goal Applies to:	Schools:	LEA wide Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members, and parents with students who have exceptional needs, at the school. Parents need timely access to information on their child's achievement in school.</p> <p>Metric: The number of adults volunteering at the school will be maintained at 408 at grades K-1. Increased efforts to involve parents in school activities will be measured by participation sign in sheets and quarterly newsletters.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1) Survey the community to determine how to work together to address student and community needs/interests.	Forestville Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in salaries from goal #6 and #10 0000,2400,1300,3xxx

<p>5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.</p>	<p>Lea-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in salaries from goal #6 and #10 0000,2400,1300,3xxx</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members at the school.</p> <p>Metric: The number of adults volunteering at the school will be maintained at 408 at grades K-1. Increased efforts to involve parents in school activities will be measured by participation sign in sheets and quarterly newsletters.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1) Survey the community to determine how to work together to address student and community needs/interests.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in salaries from goal #6 and #10 0000, 2400,1300,3xxx</p>

<p>5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.</p>	<p>Lea-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>cost included in salaries from goal #6 and #10 0000,2400,1300,3xxx</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members at the school.</p> <p>Metric: The number of adults volunteering at the school will be maintained at 408 at grades K-1. Increased efforts to involve parents in school activities will be measured by participation sign in sheets and quarterly newsletters.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1) Survey the community to determine how to work together to address student and community needs/interests.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost included in salaries from goal #6 and #10 0000,2400,1300,3xxx</p>

<p>5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.</p>	<p>Lea-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>cost included in salaries from goal #6 and #10</p>
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GOAL:	6) English Learner parents and economically disadvantaged parents are involved in decision-making and in their child's education/school activities.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	Students benefit when their parents are actively involved in their education. The school needs to reach out to parents with limited English proficiency and low-income parents to support their involvement in their child's education and in the school. Parents need timely access to information on their child's achievement in school. Metric: Sign-in sheets show least that at least 20% of EL parents participate in one or more school activities and/or parent meetings.		
Goal Applies to:	Schools:	Forestville Elementary	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 25% of EL parents participate in one or more school activities and/or parent meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically.</p> <p>Hold annual K-8 Open House and Back-to-School Barbecue.</p> <p>Continue to offer English classes for parents through EMHS.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$11,199</p> <p>4201,4204,5810 , 2100,3xxx</p>
LCAP Year 2			

Expected Annual Measurable Outcomes:	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 30% of EL parents participate in one or more school activities and/or parent meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically. Hold annual K-8 Open House and Back-to-School Barbecue. Continue to offer English classes for parents through EMHS.	Forestville Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,199 4201,2100,3xxx
LCAP Year 3			
Expected Annual Measurable Outcomes:	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 30% of EL parents participate in one or more school activities and/or parent meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically. Hold annual K-8 Open House and Back-to-School Barbecue. Continue to offer English classes for parents through EMHS.	Forestville Elementary School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,199 4201,2100,3xxx

GOAL:	7). Increase student engagement by improving the attendance rate and decreasing the chronic truancy rate.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local: N/A	
Identified Need:	Students need to attend school regularly to master CCSS and to be prepared with 21st century skills. Metric: 96% attendance rate target, 17% chronic truancy rate target. For 2015-16, the chronic truancy rate was 26% in the TK-1.			
Goal Applies to:	Schools:	Forestville Elementary		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Metric: The attendance rate will increase to and be maintained at 96% at grades K-1. The truancy rate will be reduced to 17%.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.	Forestville Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		\$14,946 0000, 2400, 3xxx

<p>7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards.</p> <p>Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.</p> <p>Provide home-to-school transportation.</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$4465</p> <p>0000,1300,3xxx</p>	
<p>7.3) Maintain and monitor student data system</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1250</p> <p>0000, 5800</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: The attendance rate will increase to and be maintained at 96% at grades K-1. The truancy rate will be reduced to 17%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$14,946</p> <p>0000, 2400, 3xxx</p>	

<p>7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards.</p> <p>Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.</p> <p>Provide home-to-school transportation.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$4465</p> <p>0000,1300,3xxx</p>	
<p>7.3) Maintain and monitor student data system</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1250</p> <p>0000, 5800</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: The attendance rate will increase to and be maintained at 96% at grades K-1. The truancy rate will be reduced to 17%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$14,946</p> <p>0000, 2400, 3xxx</p>	

<p>7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards.</p> <p>Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.</p> <p>Provide home-to-school transportation.</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$4465</p> <p>0000,1300,3xxx</p>
<p>7.3) Maintain and monitor student data system</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1250</p> <p>0000, 5800</p>

GOAL:	8). Reduce office referrals for discipline and reduce bullying incidences. Reduce the suspension rate and maintain a low expulsion rate. Students and staff report a positive learning and working environment.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 _7 _8 Local: N/A
Identified Need:	A safe, productive and positive environment is needed for optimal student learning. Metrics: The student suspension rate was 0% at grades K-1. The expulsion rate was 0% at grades K/1. Bullying incidents will drop 10% at grades K-1. Teacher comments on the LCAP teacher survey (compared year to year) will indicate that positive changes have been made in the school environment for staff (Question 8). In the spring of 2016 comments indicated the need for more consistency in student discipline practices and increased collaboration.		
Goal Applies to:	Schools:	Forestville Elementary Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	A safe, productive and positive environment is needed for optimal student learning. Metric: The student suspension rate for grades K-1 will be 0%. There will be a 0% expulsion rate Tk-8. Teacher comments on the LCAP teacher survey (compared year to year) will indicate that positive changes have been made in the school environment for staff (Question 8).		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason	Forestville Elementary Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other
			\$1434 Supplemental 0000,1300,3xxx

<p>8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4465 0000,1300,3xxx</p>
<p>8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students.</p> <p>Administration uses focus group input to plan follow-up with staff on school culture.</p> <p>Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff; 2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise and in Middle School Office; and 4) counselor intern working with friendship groups at K-5 and conducting elective 2x per week with 6-8.</p> <p>Implement Toolbox for grades TK-5. Consider professional development on common discipline practices.</p>	<p>Forestville Elementary Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>cost included in goal #10</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	A safe, productive and positive environment is needed for optimal student learning. Metric: The student suspension rate for grades K-1 will be 0% and 10% for grades 2-8. There will be a 0% expulsion rate Tk-8. Teacher comments on the LCAP teacher survey (compared year to year) will indicate that positive changes have been made in the school environment for staff (Question 8).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason	Forestville Elementary Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$1434 Supplemental 0000, 1300, 3xxx
8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.	Forestville Elementary Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$4465 0000,1300,3xxx

<p>8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students.</p> <p>Administration uses focus group input to plan follow-up with staff on school culture.</p> <p>Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff; 2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise; and 4) counselor intern working with friendship groups at K-1.</p> <p>Implement Toolbox for grades TK-1. Consider professional development on common discipline practices.</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>cost included in goal #10</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>A safe, productive and positive environment is needed for optimal student learning. Metric: The student suspension rate for grades K-1 will be 0% and 10% for grades 2-8. There will be a 0% expulsion rate Tk-8. Teacher comments on the LCAP teacher survey (compared year to year) will indicate that positive changes have been made in the school environment for staff (Question 8).</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason</p>	<p>Forestville Elementary</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>\$1434</p> <p>Supplemental</p> <p>0000, 1300, 3xxx</p>

<p>8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4465 0000,1300,3xxx</p>
<p>8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students.</p> <p>Administration uses focus group input to plan follow-up with staff on school culture.</p> <p>Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff; 2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise; and 4) counselor intern working with friendship groups at K-1.</p> <p>Implement Toolbox for grades TK-1. Consider professional development on common discipline practices.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>cost included in goal #10</p>

GOAL:	9). Increase the health of our students through regular physical activity.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local: N/A
Identified Need:	<p>Students need to be physically fit for optimal learning.</p> <p>Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.</p>		
Goal Applies to:	Schools:	Forestville Elementary	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. Physical education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.		Forestville Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			\$7499 0000,1110,3xxx
LCAP Year 2			
Expected Annual Measurable Outcomes:	Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. Physical education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7499 0000,1110, 3xxx</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. Physical education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7499 0000,1110, 3xxx</p>

GOAL:	<p>10). Maintain existing practices for: 1) Hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) Completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Providing every student with standards-aligned instructional materials (EC 60119); and 4) Continuing to provide all students, including unduplicated students and students with exceptional needs with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).</p> <p>Please note: API, UC/CSU a-g completion, AP exams, EAP exams are not applicable. Also not applicable are the Middle School/High School dropout rate and High School graduation rate</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 _8 Local: N/A</p>	
Identified Need:	<p>Students need highly trained teachers, appropriate facilities for learning, standards-aligned instructional materials and access and enrollment in all required areas of study. In FUSD, all teachers meet the NCLB definitions for fully qualified and all teachers are credentialed for the subjects taught. The FIT identified a score of 97 out of 100. The Williams reporting finds that all students have standards-aligned instructional materials consistent with education code. Review of student schedules identifies that all students have access to and are enrolled in all required areas of study cited in Education Code. Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).</p>		
Goal Applies to:	Schools:	Forestville Elementary	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$428,069 0000,1400, 4035, 1110,3xxx</p>
<p>10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition.</p> <p>Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria.</p> <p>Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,169 0000,2200</p>
<p>10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3075 6300,4100</p>

<p>10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,465 0000,1300,3xxx</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.</p>	<p>Forestville Elementary School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$428,069 0000,1400, 4035, 1110,3xxx</p>	

<p>10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition.</p> <p>Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria.</p> <p>Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,169</p> <p>0000,2200</p>
<p>10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3075</p> <p>6300,4100</p>
<p>10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.</p>	<p>Forestville Elementary School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,465</p> <p>0000,1300,3xxx</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$428,069 0000,1400, 4035, 1110,3xxx</p>
<p>10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition.</p> <p>Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria.</p> <p>Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,169 0000,2200</p>
<p>10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3075 6300,4100</p>

<p>10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study.</p>	<p>Forestville Elementary Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4465 0000,1300,3xxx</p>
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Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	1) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS. The availability of high-quality CCSS and NGSS instructional materials is reviewed and materials are adopted as appropriate.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (84%) “Skills being taught are aligned to the standards for the grade”. Ten percent more teachers (34%) report on the LCAP teacher survey that they taught to the rigor of the CCSS for 80% to 100% of the instructional day. Board reports address the review and findings on the availability of CCSS and NGSS instructional materials by April 2016.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Classroom observations identify that 100% K/1 teachers and 75% 2-8 teachers (total of 81%) are teaching skills aligned to the standards for the grade. Differentiated strategies include chunking information, visual supports, small group instruction, individualized instruction, and modified work.</p> <p>Six percent more teachers (40%) report on the LCAP teacher survey that they implemented strategies which align to the rigor of the CCSS for 80% to 100% of the instructional day.</p> <p>Board reports address the review and findings on the availability of CCSS and NGSS instructional materials by April 2016.</p>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assign a Teacher on Special Assignment (TOSA) to serve as an Instructional Coach. This coach works in classrooms to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).	\$14,353 0000, 3010, 1910, 3xxx	<p>TOSA met with teachers on an as needed basis. Worked regularly in the classrooms modeling, co-teaching, working with students, assisting the bilingual para, and guided the implementation of ELD strategies.</p> <p>Teachers in grades K-1 had small group of touch screen chromebooks to check out. All students engaged in weekly technology lessons.</p> <p>Class set of Chromebooks were available to 2-8 teachers.</p> <p>Review of CASSPP scores emphasizing the achievement gap of subgroups.</p> <p>Teachers worked in committee groups addressing, Achievement, Engagement, Technology , Wellness</p> <p>Eureka Math purchased for TK-1 and grades 2-6, Professional Development provided by SCOE's Math Expert.</p> <p>Teachers shared project based learning activities to the school board.</p>	\$8332 0000, 3010, 1910, 3xxx The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)

Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA- Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Paraprofessionals and teachers support the academic and emotional success of students.		\$43,017 3010, 2100-3xxx	Paraprofessionals including classroom support, bilingual assistant, technology instruction, intervention support were available to all students which supported student's academic and emotional success.		\$13,509 3010, 2100-3xxx The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be more effective in teaching the CCSS. Purchase supplemental materials as needed to teach CCSS and NGSS .</p> <p>Provide professional development for teachers on implementing CCSS and NGSS.</p>		<p>\$7182</p> <p>3010-5200</p>	<p>Lexia reading support (supplemental materials) provided after school and in classroom</p> <p>K-1 teachers participated in EEI training</p> <p>2-5 teachers participated in EEI training</p> <p>Eureka Math purchased for TK-1 and grades 2-6</p> <p>Science teacher attended SCOE NGSS workshops</p> <p>SCOE Math coach provided inservice for implementation of Eureka Math</p> <p>CPM purchased for Middle School Math</p>	<p>\$1124</p> <p>0000,3010,6264</p> <p>1142,3xxx,5200</p> <p>The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Lea-Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

What changes in actions, services, and expenditures	<p>Classroom observations will continue to determine implementation of common core standards</p> <p>LCAP teacher survey will continue to be conducted annually to determine implementation of common core standards.</p> <p>100% compliance for standards- aligned curriculum will continue.</p> <p>Provide substitute release time for teacher visitation in other classrooms and at high performing schools</p> <p>Release time during school day to deepen curriculum understanding</p>
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Original Goal from prior year LCAP:	2) Achievement increases for all students as measured by district benchmark assessments in ELA, math, science and history/social studies that are aligned to the CCSS and NGSS. Monitor and close any achievement gaps between all students as compared to the following significant subgroups: EL students, Hispanic/Latino students, socio-economically disadvantaged students and students with disabilities. A benchmark baseline is set.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:						
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	Applicable Pupil Subgroups:	All	
Schools:	All							
Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<p>Benchmark assessments are given three times per year. Improvement targets (at least 10%) will be set based on performance on the first benchmark. When student performance is low, which was the case at many grade levels in 2014/15, there will be analysis of whether the performance is due to student preparation through instruction or assessment items that are not adequately aligned with the standards and/or poorly constructed. Metric: Benchmark is at least a 10% increase over 2014/15 mid-year benchmark passage rates for ELA and math. For ELA, this was a passage rate of: 41.9% at K and 42.5% at 1st. For math, this was a passage rate of 50% at K and 64.7% in 1st.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Analysis was completed on the reliability of local benchmarks. A change in the pacing guide and scope and sequence was conducted.</p> <p>Passage rate is as follows</p> <p>K- ELA: 36% Math: 72%</p> <p>1st- ELA: 59% Math: 73%</p> <p>Grades 2-6</p> <p>ELA: 39.6% Math: 50.6%</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.</p>		<p>\$9867 Supplemental, 0000,1910,3xxx</p>	<p>Benchmark identified and focused on ELA and Math Writing prompts and rubrics were developed and will be implemented in 16-17 Project based learning emphasized at each grade level TOSA worked with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA part of Forestville Integrated Team (FIT) which identifies students struggling and goals being developed to address need. TOSA shares instructional strategies and helps monitor student achievement data (on benchmarks and other local assessments) for TK-1 and 2-8 students concentrating on those students who are second language learners or students in poverty.</p>		<p>\$5741 Supplemental, 0000,1910,3xxx The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)</p>
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea- Wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.</p>		<p>\$17,672</p> <p>0000,2900,3xxx</p>	<p>Monthly appointments with staff were available to teachers regarding: Technology, Student data, and Behavior</p> <p>Technology instruction provided weekly to K-1 and 2-6 students</p> <p>Technology integrated throughout curriculum. Google classroom implemented.</p> <p>Project based learning activities focused on technology standards delivered at each grade level.</p>	<p>\$19,659</p> <p>0000,2900,3xxx</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Lea-Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

District will provide eligible students free and reduced breakfast and lunch.		\$37,804 Supplemental , 0000-7616	District increased its contribution to the cafeteria program providing lunch for our low income students who were eligible but not participating		\$37,804 Supplemental, 0000-7616
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	Continued development of a reliable assessment based on the current standards aligned curriculum. Continued articulation of pacing guide and scope of sequence. Include reading fluency, unit tests, and writing rubric as another unit of measure Refer to the Digital Library for formative assessment Remove science and social studies benchmark and concentrate on ELA and Math				

Original Goal from prior year LCAP:	3) Leveled high quality English-language development is provided for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners. Monitor student progress towards redesignation.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners
Expected Annual Measurable Outcomes:	<p>Observations by the TOSA show that classroom instruction includes strategies that increase access for English Learners. EL students progress one level per year on the CELDT with the exception of the intermediary level, which will take two years. The EL reclassification rate is comparable to the county average. <u>Note</u>: The most recent data from Data Quest (2013-14) identified that for grades K-1 there are 11 ELs with 3 at the intermediate level, 2 at the early intermediate level and 6 at the beginning level on the CELDT. The RFEP rate (Ed-Data, 2013-14) was 16.7% in 2013-14, which is more than double the redesignation rate the prior year. Metric: On the classroom observation survey under English Learners, observations identify that in twice as many classrooms (from 4 in 2014/15 to 8 in 2015/16) “Scaffolding and supporting strategies are apparent” and there are “Extended and rich opportunities for student-to-student interactions” (from 4 in 2014/15 to 8 in 2015/16). On the CELDT, the 11 ELs in 2014/15 each move up a level (3 at the intermediate level, 2 at the early intermediate level and 6 at the beginning level). The expectation is that students will be at the intermediate level for two years. The R-FEP rate will increase from 16.7% in 2013-14 to 18% in 2014/15.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Classroom observation survey identified that scaffolding and supporting strategies are apparent in 8 classrooms and there are extended and rich opportunities for student-to-student interactions.</p> <p>The 2015-16 CELDT results: Comparing the 11 students in 2014-2015 in the K/1: 5 of the 11 students increased 1 or 2 levels, 4 students stayed the same, 2 students decreased a level.</p> <p>2015-16 CELDT results indicate out of 19 students in grades 2-8, 14 remained on the same level and 5 students increased 1 or 2 levels</p> <p>5 students scholwide were in the process of redesignation. The R-FEP rate was 18% in 2015-16</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Implement the ELD standards as a consistent classroom practice. Provide ELD professional development through a Teacher on Special Assignment Coach and SCOE provided training. This professional development includes the ELA/ELD Framework. Monitor individual student progress towards reclassification.		\$5355 Supplemental , 0000,2100,3xxx \$2000 Supplemental , 0000,5200	ELD lessons, that address the ELD standards, from Treasures materials implemented in TK-6 TOSA and Bi-Lingual liaison attended ELA/ELD workshops at SCOE Reclassification criteria of EL students revised to include writing prompt Monitoring form of reclassified students developed TOSA attends TK-6 section meetings and shares instructional strategies for ELL students. EL students participated in after school homework club 1x per week		\$5955 Supplemental, 0000,2100,3xxx
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	<p>Teachers receive PD training reinforcing SDAIE strategies implemented in the classroom</p> <p>PD focus will provide EL support in math instruction using vocabulary and visual supports</p> <p>Provide opportunity for cross age tutoring to assist with EL students</p>
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Original Goal from prior year LCAP:	4) Students show mastery of the grade level technology skills identified in the District's Technology Plan (to be developed).	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
	<table border="1"> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Applicable Pupil Subgroups:	All			
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>The technology plan will be developed and implemented. Equipment to support this plan will be purchased as noted in the plan. This plan will set specific mastery targets by grade level; thus the percentage of students meeting grade level performance benchmarks can be monitored. Teachers' technology skills will be monitored through the annual LCAP teacher survey and through teachers' Bright Bytes survey data. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey will increase from 11.76% in 2014/15 to 25% in 2015/16. On the Bright Bytes survey (21st Century Learning Report) students are at the proficient level for digital citizenship and online skills.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The infrastructure portion of the technology plan were written and implemented.</p> <p>Infrastructure increased to provide wireless access in all classrooms.</p> <p>Increase in bandwidth to 100 Mbps</p> <p>Added 30 chromebooks to the existing 45</p> <p>Added 100 computers to network allowing every classroom access to a bank of 6 desktop computers</p> <p>LCAP survey indicated 50% teachers reported they have technology needed for instructional program</p> <p>Bright Bytes survey indicated that teacher technology skills were exemplary</p> <p>Bright Bytes survey indicated that students were emerging in their digital citizenship skills</p> <p>Bright Bytes survey indicated that students were advanced in their online skills</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>The District develops and implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.</p>		<p>\$6,250 1110, 5840</p>	<p>The district continued to work on infrastructure to support the hardware and bandwidth need to provide adequate technology instruction.</p> <p>Further work is needed to determine a scheduled replacement plan for all technology equipment</p> <p>Technology Instructor implemented a scope and sequence for technology skills for students at each grade level</p> <p>Teachers collaborated on technology standards used regularly in classroom and developed a list of technology equipment needed to provide student support in each classroom.</p>		<p>\$6250 1100, 5840</p>
Scope of service:	<p>LEA-Wide Grades: All</p>		Scope of service:	<p>Lea-Wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.		\$7182 3010,5202	Teachers had the opportunity on a monthly basis to participate in on site professional development, collaborating on web resources, digital library, and digital citizenship lessons		\$70 3010,5202 The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	Technology plan will include instructional goals for students at each grade level Teachers will participate with their students in technology instruction instead of the current enrichment program Google classroom will be implemented at all grade levels				

Original Goal from prior year LCAP:	5) The school reaches out to the Forestville community to invite their involvement in the school while providing students with opportunities to be involved in community activities and events.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey, at least three activities and/or programs would be planned to meaningfully involve community members in the school. This would include Spanish-speaking community members. Parents need timely access to information on their child's achievement in school. Metric: The number of adults volunteering at the school will be maintained at 408 at K-1.		Actual Annual Measurable Outcomes: <p>Students presented project based learning activities to the school board, created an artshow, and donated student created art for a fundraiser.</p> <p>Feedback from the community recommended continuing evening parent events such as Back to School Night, Open House and The Early Literacy Fair. Other feedback included school day activities such as field trips, Harvest Festival, Move-a-thon, and field day activities.</p> <p>Our Spanish speaking community participated in the Early Literacy Fair.</p> <p>The number of volunteers/parent involvement including Schools of Hope, exceeded 400 at grades Tk-1 and 700 at grades 2-8 as measured through a sign in sheet in the office and at school events.</p> <p>Translated communication sent via letters, email, fliers, and backpack mail.</p> <p>Three monthly opportunities for parent involvement included</p> <p>8:00AM Parent Connection</p> <p>3:15PM LCAP/DELAC</p> <p>6:00 PM Foundation</p> <p>Three after school opportunities in the computer lab</p>

		<p>to assist parents with technology</p> <p>Early Literacy Fair engaging children ages 0-5 and their families fostering reading</p> <p>English classes offered throughout at the year at Brookhaven and El Molino</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Survey the community to determine how to work together to address student and community needs/interests.</p> <p>Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.</p>		<p>No Cost</p> <p>0000, 2400,1300,3xxx</p>	<p>Parent survey conducted in March indicated more translated communication is needed.</p> <p>Students presented project based learning activities at least quarterly at monthly board meeting.</p> <p>1 Fall and 1 Spring drama production were well attended by community members</p>		<p>No Cost</p> <p>0000, 2400,1300,3xxx</p>
Scope of service:	<p>LEA-Wide</p> <p>Grades: All</p>		Scope of service:	<p>Lea-Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

What changes in actions, services, and expenditures	<p>Include parent involvement in addition to volunteers.</p> <p>Include volunteers from the foundation who sponsor many fund raising opportunities</p> <p>Track parent involvement and volunteer opportunities at school drama productions</p>
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Original Goal from prior year LCAP:	6) English Learner parents and economically disadvantaged parents are involved in decision-making and in their child's education/school activities.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners

<p>Expected Annual Measurable Outcomes:</p>	<p>Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (84%) “Skills being taught are aligned to the standards for the grade”. Ten percent more teachers (34%) report on the LCAP teacher survey that they taught to the rigor of the CCSS for 80% to 100% of the instructional day. Board reports address the review and findings on the availability of CCSS and NGSS instructional materials by April 2016.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>EL participation at 3 DELAC meeting averaged a 20% rate. Some of these parents represented more than 1 child. Notes from meeting stated parents feel more involved in decision making. The bi-lingual liaison was crucial to increased involvement of our EL families.</p> <p>EL participation rate at the Early Literacy Fair was 75%.</p> <p>EL participation at Back to School Night exceeded 75% as documented by sign in sheets and teacher observation</p> <p>EL participation at Open House was 50% as documented by sign in sheets and teacher observation</p> <p>EL participation at parent conferences was 50% as documented by sign in sheets and teacher observation</p> <p>Student and Parent usage of the portal in grades 7 and 8 exceeded 55%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically.</p>	<p>No cost 0000, 2400,3xxx</p>	<p>Translated communication sent via letters, email, fliers, and backpack mail.</p> <p>Phone log implemented by parent liaison documenting parent contact</p> <p>Parent liaison participated in all school events to support EL parents</p>	<p>No cost 0000, 2400,3xxx</p>

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			
<p>Hold annual Open House and Back-to-School Barbecue</p>	<p>no cost</p> <p>\$0000,2400,1300,3xxx</p>	<p>Held a Back to School BBQ and Open House with EL support</p> <p>Three monthly opportunities for parent involvement included</p> <p>8:00AM Parent Connection</p> <p>3:15PM LCAP/DELAC</p> <p>6:00 PM Foundation</p> <p>Three after school opportunities with bi-lingual liaison in the computer lab to assist parents with technology</p> <p>Early Literacy Fair engaging children ages 0-5 and their families fostering reading</p> <p>English classes offered throughout at the year at Brookhaven and El Molino</p> <p>Posada workshops offered weekly for EL families with children under 5</p>	<p>no cost</p> <p>\$0000,2400,1300,3xxx</p>		

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to offer English classes for parents through EMHS		No additional cost to district 0000, 2400,1300,3x xx	English classes offered throughout at the year at Brookhaven and El Molino		No additional cost to district (covered in goal 10)
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Quarterly updates regarding parent involvement will be implemented.</p> <p>Parent Liason will continue to record interaction with EL parents</p> <p>Parent Liason will schedule parent conference alongside the teacher</p>
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Original Goal from prior year LCAP:	7) The attendance rate is Increased by 1% per year up to 96%. Decrease the truancy rate to 17%.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: The attendance rate will increase to and be maintained at 96% at grades K-1. The truancy rate will be reduced to 17%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Attendance rate: based on average daily attendance Goal: 96% Actual: TK/1: 94%</p> <p>Truancy: AKA Chronic absenteeism is missing 10% of school Goal: 17% Actual: TK/1 (83 students) - 26% (8 students missed more than 10% due to extended vacations which would bring rate to 16%)</p> <p>Included as a point of reference: Goal: 96% Actual: Attendance rate grades 2-8: 94%</p> <p>Goal: 17% Actual: Truancy rate grades 2/8 (266 students) - 18% (9 students missed more than 10% due to extended vacations which would bring rate to 15%)</p>
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LCAP Year: 2015-16

<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.</p>	<p>\$10,862 0000, 2400, 3xxx \$6000 0000, 5800</p>	<p>Automated phone system called parents daily to notify them of their student absence or tardiness. Posted on website article regarding the importance of attendance and promptness. Classroom newsletters reinforced importance of regular attendance</p>	<p>\$14,707 0000, 2400, 3xxx \$1331 0000, 5800,5900</p>

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Recognize students for attendance and consistently getting to school on time. Continue attendance awards. Consider if there are any hygiene practices to emphasize to reduce students getting sick from each other.		\$4124 0000,1300,3xxx	K-3 assemblies were held monthly to reward 100% attendance, academic achievement, and character recognition 4-8 assemblies were held quarterly to reward 100% attendance, academic achievement, and character recognition Notification to parents was available in teacher newsletters and district website informing them of hygiene practices for home and school. Hand sanitizer was available to all students Attendance addressed at conferences, FIT, SST, 504 and IEP meetings		\$4290 0000,1300,3xxx
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide home-to-school transportation.</p> <p>Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.</p>		No cost	<p>Home to school transportation was provided at no cost to our families</p> <p>Keeping Kids in School (KKIS) Grant implemented. Through this grant we have a case manager from the County Probation Department who worked with 3 families helping them decrease chronic truancy. KKIS will continue 2016-17.</p>	No cost
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Lea-Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	<p>Inform parents of the importance of attendance.</p> <p>Require a meeting with parents and principal when they request an independent study contract</p> <p>Include an attendance awareness statement in teacher's newsletters</p> <p>Promote September as attendance awareness month</p> <p>Increase sanitation of classrooms when "flu" outbreak</p>
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Original Goal from prior year LCAP:	8) Reduce office referrals for discipline and reduce bullying incidences. Reduce the suspension rate and maintain a low expulsion rate. Students and staff report a positive learning and working environment.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric: The suspension and expulsion rate for grades K-1 will be 0%. Teachers will report progress on school climate for areas identified in the prior year LCAP Teacher Survey comments (Question 8).	Actual Annual Measurable Outcomes:	There were 0 suspensions or expulsions in grades K/1 (As a matter of reference there was an 11% suspension rate among students in grades 2-8) LCAP teacher survey indicated improvement in communication and organization, school climate, collaboration with colleagues, and support in implementing common core standards through professional development.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Superintendent will serve as Foster Youth Coordinator and Homeless Liaison	\$5736 Supplemental ,0000,1300,3x xx	School psychologist and psychologist intern worked with students individually and in small groups. Superintendent served as the foster youth coordinator.	\$11,500 Supplemental, 0000, 6500,6521, 1300, 5800 The difference in the expenditure indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.		\$4124 0000,1300,3xxx	Discussed referral form at staff meeting 1. Classroom plan 2. Lunch detention 3. Parent notification 4. Office referral 5. School suspension 6. Out of school suspension Office referral form developed and monitored 2015-16 In the district K/1 there were 15 different students (18%) referred to the office In grades 2-8 there were 81 different students (30%) referred to the office	\$4290 0000,1300,3xxx	
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students.</p>		<p>\$0000,1300,3xxx</p>	<p>Student conflict managers promoting positive behaviors on playground</p>	<p>cost included in goal # 10</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Lea Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Purchase and implement Toolbox for grades TK-1. Consider professional development on common discipline practices.		\$3000 1100,6300,4310	Tool box purchased.		\$605 1100,6300,4310
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administration uses focus group input to plan follow-up with staff on school culture.		Cost included in salaries from goal #1 and #10 0000, 1300, 3xxx	School psychologist and superintendent meet with alumni, 7/8 students, and 4-6 grade students addressing school climate and peer interactions		cost included in goal # 10
Scope of service:	LEA-Wide Grades: 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-Wide Grades: 4th, 5th, 6th, 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff; 2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise; and 4) counselor intern working with friendship groups at K-1.</p>		<p>No additional cost to district</p>	<p>Quarterly BEST assemblies focused : Teamwork, Kindness, Change, Courage</p> <ol style="list-style-type: none"> 1. Behavior monitoring sheets implemented 2. Referrals issued by yard duty and teachers 3. Increased parent communication by classroom teachers 4. Psychologist intern worked with Kindergarten students, 3rd grade boys social skills group, Facilitated 3 electives Mindfulness, Positive influence from social media, Workings of the brain, 5. Psychologist worked with 4th/5th grade boys social skills group 	<p>Cost included in Goal #10</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	Progressive discipline will be standardized between grade levels
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Original Goal from prior year LCAP:	9) An average of 75% of students meet each of the six California Physical Fitness Healthy Fitness Zone (HFZ) measures.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	Actual Annual Measurable Outcomes:	80% of TK/1 students demonstrated competency in each of the following areas: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility based teacher observation and rubric	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. Physical education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.	\$6881 0000,1110,3xxx	The physical education teacher monitored student performance on the six physical fitness measures at all grade levels throughout the year using a teacher created rubric	\$6925 0000,1110,3xxx	

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	Continue schoolwide PE program emphasizing and tracking the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.				

Original Goal from prior year LCAP:	10) Maintain existing practices for: 1) Hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) Completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Providing every student with standards-aligned instructional materials (EC 60119); and 4) Continuing to provide all students, including unduplicated students and students with exceptional needs with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Please note: API, UC/CSU a-g completion, AP exams, EAP exams are not applicable. Also not applicable are the Middle School dropout rate, high school dropout rate and high school graduation rate .	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 _8 Local:
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Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).</p>		Actual Annual Measurable Outcomes:	<p>100% of teachers were fully qualified and appropriately assigned for their credentials based on the NCLB definitions.</p> <p>The FIT score was 99 out of 100. Maintenance plan developed</p> <p>All students had standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs had access to and are enrolled in all required areas of study (as per Education Code).</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
The District's practice is to hire fully qualified (and credentialed) teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.		\$315,757 0000,1400, 4035 1110,3xxx	100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions.	\$306,389 0000,1400,4035 1110,3xxx
Scope of service:	LEA-Wide Grades: All		Scope of service: Lea Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
At least annually, develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition.		\$24,196 0000,2200	Maintained facilities in accordance with the preventative maintenance plan and made repairs or replace equipment as needed to maintain facilities in good condition. Implemented Prop 39 expenditure plan	\$26,988 2200,3xxx	
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review. 0000,2200		0000,2200	Provided students with standards-aligned instructional materials to meet the requirements for the annual Williams Review	\$4631 6300,4100	

Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study.		\$4124 0000,1300,3xxx	Created student schedules to ensure all students, including unduplicated students and students with exceptional needs, will have access to and are enrolled in all areas of study.	\$4290 0000,1300,3xxx	
Scope of service:	LEA-Wide Grades: All		Scope of service:	Lea Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria.		Cost included in salaries from goal #1 and #10 0000,2200	Met monthly with the custodial team and held four unscheduled inspections to monitor the status of facilities using the FIT report criteria.		Cost included in goal #10
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to prepare an annual FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.		Cost included in salaries from goal #1 and #10 0000,2200	Prepared an annual FIT report to monitor the status of any facility needs and added those needs to the preventative and/or scheduled maintenance plan		Cost included in goal #10
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures	<p>Maintain existing practices for: 1) Hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) Completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Providing every student with standards-aligned instructional materials (EC 60119); and 4) Continuing to provide all students, including unduplicated students and students with exceptional needs with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).</p> <p>Please note: API, UC/CSU a-g completion, AP exams, EAP exams are not applicable. Also not applicable are the Middle School/high school dropout rate and high school graduation rate</p>
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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:	56968
<p>The state identifies \$56,968 of property tax as supplemental grant funds. These funds are principally directed towards providing a Teacher on Special Assignment (who monitors our second language learners and coaches teachers), a Foster Youth Coordinator (who connects foster youth with available services), Free and Reduced breakfast/lunch, current professional development focusing on SDAIE strategies, and an EL paraprofessional who will serve as the parent liaison. The District (grades TK-1) has 50.59% unduplicated students. The cost of these services is estimated \$60,089.</p> <p>National Clearinghouse for English Language Acquisition: http://www.ncela.us</p> <p>National Food Service Management Institute: http://www.nfsmi.org</p> <p>U.S. Department of Education: http://www2.ed.gov/about/inits/ed/foster-care/index.html</p>	

- 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.

10.12	%
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Our minimum proportionality percentage is 10.12%. When you compare the cost of providing to our unduplicated students, a Teacher on Special Assignment, Foster Youth coordinator, a Free and Reduced breakfast/lunch service, professional development in SDAIE strategies, and an EL paraprofessional, with the total cost of our TK-1 program, the proportionality percentage is 11.00%. This exceeds the required minimum proportionality percentage.

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).