

**Introduction:**

**LEA:** Guerneville School District **Contact (Name, Title, Email, Phone Number):** Dana Pedersen, Superintendent, dpedersen@guernevilleschool.org, (707) 869-2864 **LCAP Year:** 2016/2017

### ***Local Control and Accountability Plan and Annual Update Template***

*§ 15497.5. Local Control and Accountability Plan and Annual Update Template. Board Adopted Revision: August, 8, 2016, (2016-17 LCAP)*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>August 2015 - Board Retreat                      8.3.15 -Board Retreat:New Superintendent and Board of Trustees participated in a comprehensive LCAP review and analysis process. They identified the 5 LCAP goals as the District's focus for the year. They also analyzed how the 8 State Priorities are embedded into each of the goals as well as the fiscal priorities for achieving the 5 goals.</p>	<p>August 2015- Board Retreat                      The GSD Governance Team recognized 3 essential next steps for the LCAP. Provide:                      1. Ongoing support, training and professional resources in order to recruit and maintain a highly qualified teaching staff. As a result the LCAP now includes three additional paid days of certificated professional development one day for Instructional Aides in a variety of areas. There is also a fiscal investment in consulting services to support teacher coaching and professional development</p>

<p>Fall 2015-Parent Survey</p> <p>Parents were surveyed about various components of the LCAP. Questions included: 1) I have a clear understanding of what the Common Core Standards are, 2) The core subjects (math, language arts, social science, science) are taught in accordance with the Common Core Standards and Goals., 3) The curriculum is presented clearly and logically for my child to complete their homework and other projects that need to be completed after school., 4) Class work and assessments are sent home weekly for me to review with my child., 5) My child's teacher(s) is available for an informal conference or phone call when I feel the need for one., 6) Formal conferences are scheduled (grades K-5) or drop-in time is reserved (grades 6-8) to discuss my child's performance. I have the opportunity to learn what my child is doing and have a chance to ask questions. 7) I know what is going on at our school. I get this information from the school website/calendar, homework packet information, teacher notes and notes home from the office., 8) My child is properly supervised. This includes in the classroom, on the playground, in the cafeteria, and on the bus., 9) Our school grounds and buildings are kept in good order. The school is attractive and safe for my child, 10) The students at our school are supported, but still held accountable for their actions. There is good follow-through in regards to discipline. (**question not included on</p>	<p>in: Mathematics- Numeracy, English Language Arts, supporting long term English Language Learners, the new student information system (AERIES) and integrating new technologies into daily instruction (Blended Learning).</p> <p>2. Further outreach, bilingual resources and seek parental input regarding educational opportunities from our EL learners' parents. Continue to embed ongoing LCAP actions to support ELAC/DELAC, ESL classes, etc.</p> <p>3. A system of data analytics that provide easy, assessable tools to measure ongoing student progress and to effectively communicate with parents. As a result, the entire Aeries system (which embeds LCAP Dashboard) has been updated for staff access. It will launch in 2016-2017. Additionally, a Needs Assessment data base tool was created which contains all local, state and federal metrics and indicators. This tool will be used to measure/track the 2016-2017 LCAP actions and indicators.</p> <p>Fall 2015-Parent Survey</p> <p>Overall trends suggest parents: 1) appreciate the campus, 2) appreciate fun things for kids, 3) need some additional help in understanding CC (especially in grades 3-8), 4) feel the campus is attractive and safe and 5) believe there needs to be additional accountability for discipline needed (especially in 6-8).</p> <p>From the input from parents on this survey the following LCAP action was updated or created for 2016-2017:</p> <p>*Additional follow through with student behavior, especially in grades 6-8 (5.4)</p>
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spanish side), 11)We are fortunate to have extra programs offered here. Computer Lab, Active PE, Zumba, Music, Band, and the Garden Program are part of a well-rounded education and my child benefits from these programs.

March 2016

Board Members-

A progress monitoring template was provided to the board as an example of a way to monitor progress during the 16/17 school year. They liked the template and it will be used for the 16/17 LCAP cycle. Additional ways to visualize the LCAP was appreciated.

1st Annual LCAP Fair

Parents/community stakeholders were invited to participate in the LCAP Fair on campus. Families (~36) were able to gain a deeper understanding of each of the 5 LCAP goals at different "stations" where they received a passport stamp and provided feed back on the next needed actions.

April 2016-ASES (After School Education and Safety) Program Survey

Both parents and students were surveyed regarding the overall programming of the after school program. 44 parents returned surveys and 112 students returned surveys. Questions included items related to 1) safety after school, 2) enjoyment of the program, 3) completing homework, 4) snack, 5) favorite thing to do, and 6) why is the program used.

April 2016-Teacher Survey

Teachers were surveyed on each of the different LCAP Goals. 16 Teachers (100%) responded to the survey .

March 2016

Board Members

A way to simplify the LCAP for all stakeholder is a priority for the 16/17 LCAP cycle. The template developed will be used and improved for the 16/17 cycle.

LCAP Community Fair:

From the input from parents the following LCAP actions were updated, continued or created for 2016-2017:

- \*Aeries Parent Portal (3.4)
- \*Edulink (3.4) ( automatic dialer program)
- \*Outside lighting (5.3)
- \*Continue communication methods (3.1), especially website (3.4)
- \*Student supervision (5.1)

April 2016- ASES Survey

Overall, parents and students like and appreciate the after school program.

From the input from parents and students the following LCAP actions were updated or created for 2016-2017:

- \*Continue after school program (2.2)

April 2016- Teacher Survey

Overall trends or interesting points included:

- Need for additional professional development and collaboration time (key finding)
- Need for resources and training to provide effective PE program
- Increase counselor services (key finding)
- Articulate a clear process for student support

- Create an annual calendar of SST(Student Study Teams)
- Develop a follow-up system to ensure SST items were completed
- Assist parents in preparing their child for college and career
- Have students explore career pathway options
- Host an annual career fair
- Continue college visits for grades 6-8
- 51% believe that student behavior is concerning
- Disrespect, bullying, inappropriate language are issues to be addressed
- Lighting, carpets, cabinets and drapes to be addressed
- ELA adoption
- Assessments

From the input from teachers the following LCAP actions were updated or created for 2016-2017:

- \*Professional Development (1.1)
- \*ELA Curriculum adoptions and assessments (1.2)
- \*More resources to teach PE (2.3)
- \*Counseling services (4.4)
- \*Student behavior concerns (5.4)
- \*Facilities (5.2-3)

April 2016- Student Focus Groups

A focus group study, including students of all ages (grades 1-8), skills, interests and varying demographics was held over the course of two days with administration. The focus groups discussed each of the 8 State priority areas.

April 2016-Student Focus Groups

Overall trends or interesting points included:

- More supervision in the cafeteria
- More supplies in the classroom
- Campus cameras
- Enjoy rotation system (Grades 6-8)
- Student leadership opportunities (student council)
- 3rd and 4th want to be part of the science fair
- Suggested starting a student created school wide newspaper
- They also expressed concern about how problems are being resolved (or not) on the playground
- The 5th and 6th graders were concerned about too much loud talking in class.
- There was strong consensus there isn't much to do for middle school

students at recess.

(i.e.more game opportunities, athletics, and a larger designated sports area with a turf)

- They felt that students' (grades 6-8) use of inappropriate language is a growing issue.

Students were concerned about students not changing their behaviors who received referrals.

Occasional display of poor manners in the cafeteria. Need to review expectations with some students.

- They were also interested in learning more about programs in which they can be fully engaged in.

Expressed an interest for more career exploration opportunities/resources.

- The 5th and 6th graders expressed a desire for more technology, especially computer games

as well as improved equipment such as head phones & projectors

- Appreciate enrichment opportunities
- Want to keep and grow "Mix-It-Up- (celebration of diversity)
- Want to learn more about getting prepared for college and different careers
- Like the cafeteria food and would like to participate in food tastings, monthly meal menu development, etc.
- Noticed that students have been littering more and students can help change this

From the input from students the following LCAP actions were updated or created for 2016-2017:

- \* Increasing technology (1.7-8)
- \* More supplies (1.9)
- \* Enrichment (2.1)
- \* Breakfast/lunch program (2.4)
- \* Student leadership opportunities (2.5)
- \* Student behavior concerns (5.4)

Overall trends or interesting points included:

- Teacher copy of curriculum for IA's
- IA inclusion

May 2016- Classified Staff Survey:

Classified staff were surveyed on each of the different LCAP Goals. 10 staff



members responded to the survey.

- Automated phone call system
- Some teachers are not reading the daily bulletin
- Increase counselor services (key finding)
- Articulate a clear process of support for students
- Develop a follow up system to ensure items were complete from the support system
- Each classroom adopts a college- increase "college going culture"
- Continue college visits for grades 6-8
- Suggest 6-8 grade students host a college fair for younger grades
- Playground structures
- Roofs
- More garbage cans
- Consequences and clear follow through for behavior issues (Key finding)
- 90% believe that student behavior is concerning
- Disrespect, bullying, foul language are issues to be addressed

From the input from students the following LCAP actions were updated or created for 2016-2017:

- IA Training (1.4),
- Edulink (3.4)
- Counselor services (4.4)
- Process for support (4.6)
- Play structure improvements (5.3)
- Addressing student discipline (5.4)
- College and career readiness ideas (4.2)

Leadership Team Discussions

Throughout the year discussions on changes to the LCAP structure had been discussed. After reviewing all survey results, reviewing the newly developed "Needs Assessment Tool", and reviewing the Annual Update 15/16 actions were rearranged into broader categories and new actions were developed.

Leadership Team Discussions- For the 2016-2017 LCAP, there are 5 goals and 26 actions, summarized as:

Goal 1: 21st Century Learning and Academic Success (Professional Development/ Instructional Strategies, Curriculum and Assessment, Quality and Ample Staffing, Technology, Instructional Materials, Program Support)

Goal 2: Engagement (Enrichment Programming, After School Programming, Physical Education Program, Breakfast/Lunch Program, Student Leadership, Absenteeism/Truancy, Community-based asset mapping)

Goal 3: Communication (Communication Methods, Surveys, Parent Opportunities, Additional Support to Families, Technology to support communication, Data Analytics)

Goal 4: High School and Beyond (High School Preparation, College and Career Readiness, Overall Student Health & Wellness)

Goal 5: Campus Pride/Safety (Student Supervision, Maintenance/Modernization of Facilities, Student Behavior/School Climate, Clean Campus Campaign)

April/May 2016- FOGS (Friends of Guerneville School- 501c3)

A member of the District LCAP team (Superintendent) met with varying Friends of Guerneville School (FOGS) officers/members to discuss school/district needs and next steps.

April/May 2016- FOGS

Members of FOGS believe enrichment is still a priority, communication between parents and school must be a continuous focus and is improving, more nurse and counseling hours are necessary, and our campus buildings and grounds reflect pride in our school and should be constantly maintained. Also emphasized the importance of a consistent Physical Education Program.

In addition, it was discussed the the SNAP-ed grant would no longer be available for the 16/17 school year. In order to continue our amazing Gardent Program FOGS will be providing funding along with the school district for the 16-17 school year.

May 2016- Site Council/Parent Advisory Committee (PAC)

Site Council reviewed goals with a member from the District LCAP Team (Principal) and made varying suggestions for the LCAP.

May 2016- Site Council/Parent Advisory Committee (PAC)

- Explore the option of having an IA in every classroom (i.e. grades 6-8)
- More technology time is needed. Not just as an elective for grades 6-8)
- Try to have Chorus for even younger children.(i.e. 4th grade)
- Preparing students for high school and beyond should be a strong focus
- Look in to local radio stations so our students can “shout out” the good things they’re doing.
- Implement a Community Service goal- 8th Grade Promotion requirement – a high priority
- New paint on the cross-walks, especially by the gate at Mary’s Lane –need more visibility there

- Need a big mirror at the end of the school drive – right at Laughlin - so cars can see who is coming
- Improve Outside lighting
- Need more yard duty personnel

From the input from Site Council/PAC the following LCAP actions were updated or created for 2016-2017:

- Ample Staffing (1.3-6)
- Enrichment (2.1)
- College and career readiness ideas (4.2)
- Student Supervision (5.1)
- Maintenance of Facilities (5.2)

June 2016

Stakeholder Input- Teachers, Classified Staff, District LCAP Leadership Team, Site Council/Parent Advisory Committee and Parents were provided the opportunity to review updates to the LCAP.

June- Public Hearing/Adoption

- June 7 -LCAP was made available for public review and was announced in local newspaper (Press Democrat), District Website, school site and the Guerneville Regional Public library.
- June 13, 2016 -LCAP Public Hearing (6:30 pm- Board Meeting)
- June 20, 2016 - LCAP Adoption (6:30 pm-Board Meeting)

June 2016

Bargaining Unit reviewed LCAP goals and actions.

LCAP Tools: Infographs/Visuals

June 2016

Stakeholder Input- Overall, people were pleased with the new arrangement of the Goals/Actions. Only small changes and additions were made to the LCAP draft.

Public Hearing

PENDING -Members of the public attended the Pubic Hearing and the Board of Trustees found they were satisfied with the goals and actions for the 2016/2017 LCAP.

Adoption:

PENDING -The 2016/2017 LCAP was adopted at the Board of Trustees meeting. This will enable Guerneville School District to send it to be approved to SCOE, and once approved there, Guerneville School District will implement the actions and services to ensure student success.

June 2016

All teacher had reviewed and provided feedback earlier. Bargaining Unit approved the LCAP.

Various infographs were provided to board members, teachers, staff, and families to communicate annual progress and next steps.

Overview Infograph: provided information on LCAP/LCFF and the goals/actions for 15/16 and placed on the website:  
<https://magic.piktochart.com/output/10929269-gsd-lcap-spanish-final>.  
 (Updated September of each year)

Summary Data Sheet: A one page summary data sheet describing relevant and required LCAP data for each priority area was developed (updated in October of each year)

Progress Monitoring Infograph: A infograph that describes the progress towards meeting actions and measurable outcomes was developed (March each year)

Survey infograph: 5 page summary sheet on all survey results and suggestions for updates to the LCAP was developed and disseminated (May/June each year)

Needs Assessment Tool: A centralized tool to house all data collected throughout the year and longitudinally was developed (updated continuously each year, with qualitative and quantitative data)

**LCAP Tools: Infographs/Visuals**

These infographs will be updated for the 2016/2017 cycle and made available to stakeholders.

**Annual Update:**

Throughout the 2015-2016 school year we focused on trying to develop templates to communicate data in an effective and non overwhelming ways. They ways in which we provided data to stakeholders is listed below:

Needs Assessment Tool: In order to determine progress towards the measurable outcomes a Needs Assessment tool was developed to collect all relevant data. This was only shared with the leadership team as it can be

**Annual Update:**

The new templates were well received by all stakeholders and the same templates will be used during the 2016-2017 to assist with processing of data, progress monitoring of the 16-17 Goals and consistent communication.

The leadership team liked having data all in one place. The items that we were doing well on and should continue based on the data was the science program, PE program. Based on the data the trends showed that we should develop

overwhelming to people who are not comfortable with data. As a team we were also able to identify locally defined data that we wanted to start tracking, such as: parent survey questions, student survey questions, Schools of Hope Data, Lexia data, etc.

1 Page Summary: In order to review all key LCAP data points we created a point page document to summarize our 2014-2015 final data results. The Board of Directors and teachers reviewed this document.

Surveys: Surveys, focus groups, and emailed questions were provided to teachers, classified staff, students, and parents to help inform progress towards the measurable outcomes and inform next steps for 2016-2017 LCAP.

further our READY for kindergarten program (Goal 3.7), chronic absenteeism/truancy reduction (Goal 2.6), and improve student achievement (Goal 1).

The main item that stood out on this datasheet was the fact that our suspension rate (6.8%) was higher than California (3.8%). To decrease behavior issues on campus LCAP Goal 5.4 (schoolwide agreements/ systems) and Goal 4.3-8 (health and wellness) were developed.

The survey results from parents, teachers, classified and students impacted the 16-17 LCAP in the following areas in that these topics were determined to be a need an so were continued, added or reworded:

- \*Professional Development (1.1)
- \*ELA Curriculum adoptions and assessments (1.2)
- \* Ample Staffing (1.3-6)
- \* IA Training (1.4)
- \* Increasing technology (1.7-8)
- \* More supplies (1.9)
  
- \* Enrichment (2.1)
- \*Enrichment (2.1)
- \*Continue after school program (2.2)
- \*More resources to teach PE (2.3)
- \* Breakfast/lunch program (2.4)
- \* Student leadership opportunities (2.5)
- \*Continue communication methods (3.1), especially website (3.4)
- \*Aeries Parent Portal (3.4)
- \*Edulink (3.4)
- \*Edulink (3.4) ( automatic dialer program)

- College and career readiness ideas (4.2)
- College and career readiness ideas (4.2)
- \*Counseling services (4.4)
- Counselor services (4.4)
- Process for support (4.6)

- \*Additional follow through with student behavior, especially in grades 6-8 (5.4)

- \*Student supervision (5.1)
- \*Student Supervision (5.1)
- \*Maintenance of Facilities (5.2)
- \*Facilities (5.2-3)
- \*Outside lighting (5.3)
- \*Play structure improvements (5.3)
- \*Student behavior concerns (5.4)
- \* Student behavior concerns (5.4)
- \*Addressing student discipline (5.4)

Meetings and Approvals: Leadership team met to review survey results and data and update LCAP accordingly, the LCAP was presented to Board of Directors, Staff, Community, Bargaining Unit for review and approval.

Progress Monitoring Infograph: An infograph was provided to the board with all current data (measurable outcomes for annual update) as of Feb 2016. They appreciated and liked this format and it will be used for the 2016/2017 LCAP cycle, especially for the 2016/2017 Annual Update to all stakeholders.

Budget Inputting: The budget is an essential component to the LCAP. Our business manager inputted all monetary updates to the Annual Update.

Notes on each action: Within the Annual Update we described the progress that was made on each action (what was done, what was not done and what were some steps for 16/17). This information was based on interviewed with each person in charge of the action.

Reflection and updates to the 16/17 LCAP Goals/Actions: After reviewing all survey results, reviewing the newly developed "Needs Assessment Tool", and reviewing the Annual Update 15/16 a reflection of the 15/16 was conducted. Following this reflection actions were rearranged into broader/ more coherent categories and new actions were developed for the 16/17 LCAP to address the concerns of stakeholders.

All stakeholders reviewed the LCAP and approved the LCAP.

This data template allowed leadership staff and board members to see the progress of the 15-16 LCAP goals and actions. We shared what items were completed and what items still needed to be worked on. This was a great discussion with the board in sharing the progress. This impacted the current LCAP by allowing everyone to see our progress towards completing our goals. It also provided us with a template that we can use during the 16-17 school year to track our progress throughout the year.

This allowed for the 16-17 LCAP to be an accurate portrayal of our budget.

Throughout this process we were also able to identify what data is actually appropriate in calculating and reporting which impacted our measurable outcomes.

Based on all feedback, discussion and data we reorganized the 16-17 LCAP into the following areas:

Goal 1: 21st Century Learning and Academic Success (Professional Development/ Instructional Strategies, Curriculum and Assessment, Quality and Ample Staffing, Technology, Instructional Materials, Program Support)

Goal 2: Engagement (Enrichment Programming, After School Programming,

Physical Education Program, Breakfast/Lunch Program, Student Leadership, Absenteeism/Truancy, Community-based asset mapping)

Goal 3: Communication (Communication Methods, Surveys, Parent Opportunities, Additional Support to Families, Technology to support communication, Data Analytics)

Goal 4: High School and Beyond (High School Preparation, College and Career Readiness, Overall Student Health & Wellness)

Goal 5: Campus Pride/Safety (Student Supervision, Maintenance/Modernization of Facilities, Student Behavior/School Climate, Clean Campus Campaign)

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

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

GOAL 1:	<p>21st Century Learning and Academic Success: Through a rigorous and relevant curriculum, all students will be fully supported as they work towards proficiency in the Common Core State Standards and the 4 C's of 21st Century Learning Skills: collaboration, communication, creativity and critical thinking.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
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Identified Need :	<p>34% of students met or exceeded the standards in Math on the 2015 SBAC.</p> <p>47% of students met or exceeded the standards in ELA on the 2015 SBAC.</p> <p>Middle School Promotion rate to High School is projected to be 100% for 2015-2016.</p> <p>8-12 professional training sessions were provided to staff in 2015-2016.</p> <p>Math Expressions and CPM are newly adopted curriculum as of Spring 2016. There is also a technology component to this curriculum teachers must be trained on.</p> <p>54% of teachers feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in mathematics, 46% feel they have had enough to support initial implementation and 0% feel they had not had sufficient professional development (based on 2016 Teacher Survey)</p> <p>25% of teachers feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in mathematics, 42% feel they have had enough to support initial implementation and 33% feel they had not had sufficient professional development (based on 2016 Teacher Survey)</p> <p>Based on staff meeting discussions educators are interested in the following types of professional development: Aligned and Guaranteed Common Core Instruction, Universal lesson Design (ULD), New Curriculum Adoptions, Thinking Maps, Blended Learning/Flipped Classroom strategies, and STEAM related activities.</p> <p>In 2016, CCSS aligned mathematics curriculum was adopted. Support in implementing this new curriculum will be needed. Collaboration time was the #1 item requested from teachers when asked "What types of resources, materials, trainings and collaboration opportunities are needed to further support you in implementing Common Core Mathematics?" 100% of students have access to district adopted CCSS aligned curriculum.</p> <p>During the 2016-2017 school year CCSS aligned ELA curriculum will be adopted. Support and time in piloting and reviewing curriculum will be needed. 100% of students currently have access to teacher created CCSS aligned curriculum.</p> <p>In 2015-2016 school year, 100% of teachers are considered highly qualified and there were 0 teacher misassignments.</p> <p>Instructional assistants provide instructional support in the classroom for at least 2.5 hours daily.</p>
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There is a continued need for a specialized EL teacher. During the 15-16 school year there were 55 English Language Learners, which is 20% of our student population.

There is a need for specialized RSP teachers. During the 15-16 school year there were 23 Special Education Students receiving support, which is 8% of the student population, and 3 students receiving school based support. Of the 35 special education students in 14-15, 3 of them exited.

After attending a job fair to represent Guerneville School District and interviewing various candidates, Superintendent found that offering a competitive salary compensation package to retain and attract qualified staff was beneficial to the educational program.

During the 15-16 school year the ratio of technology devices to students was increased to 1:3. (Prior year 1:6)

The technology teacher (.8 FTE) is retiring and a classified multi-media position (1.0) will be reinstated for the 16-17 school year.

All students, from K-8th, including unduplicated students and students with exceptional needs, have access to instruction in technology at least once a week in a dedicated technology/computer labs.

In 2015-2016 there were 0 Williams Complaints

In 2015-2016, classroom supply budgets for each teacher was \$300

Schools of Hope provided 17 students (1st- 2nd grade) with literacy support services for the 15-16 school year.

In 2015-2016, 84% of third grade students were able to read at grade level.

44% of EL students improved their CELDT score by at least one level. 16% of EL students were reclassified during the 15-16 school year.

120 students were served by the After Schol Program (ASES). 100% of parents feel that their child is well cared for in the after school program. 85% of students like coming to the after school program (9% said they "didn't know"). 96% of students stated that they worked on homework in the after school program.

API: N/A

A-G: N/A

CTE: N/A

AP:N/A

EAP: N/A

Goal Applies to: Schools: Guerneville Elementary School

Applicable Pupil: all

Subgroups:

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:

- Increase the percent of students who meet or exceed the standards in Math on the 2017 SBAC by 4%, compared to 2016 SBAC data (CAASPP Data).
- Increase the percent of students who meet or exceed the standards in ELA on the 2017 SBAC by 4%, compared to 2016 SBAC data (CAASPP Data).
- 100% Middle School Promotion rate (to High School) (Locally Collected Data).
- 0% Middle School Dropout rate (Locally Collected Data).
- Increase the number of professional development days by 3 for 2016-2017 to support additional training of teachers. Continue to provide at least 9 on-going training sessions during minimum day release time as well. (School Calendar).
- Instructional Assistants will receive at least 4 professional trainings in 2016-2017. (IA Schedule).
- 75% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in mathematics. (Teacher Survey).
- 95% of teachers will feel that they have had sufficient professional development for at least initial implementation of the CCSS in ELA. (Teacher Survey).
- 95% of teachers will feel that they have had sufficient professional development for at least initial implementation of the CCSS in ELD. (Teacher Survey).
- 100% of students will have access to district adopted CCSS aligned mathematics curriculum (Teacher Survey).
- 100% of teachers who teach mathematics will use the district adopted Math Expressions (K-5) or CPM (6-8). (Teacher Survey).
- 100% of students will have access to teacher created CCSS aligned curriculum in ELA. (Teacher Survey).
- 100% of teachers will be appropriately credentialed (District Report)
- 100% of newly hired teachers will receive ongoing support and training (Teacher Survey).
- There will be 0 teacher misassignments and 100% will be fully credentialed for the area they are teaching. (SARC)
- 50% of EL students will improve their CELDT score by at least one level. (EL Teacher Report/Aeries)
- 10-15% of EL students will be reclassified (EL Teacher Report/Aeries)
- 20% of Long Term EL's (LTEL) will advance by at least one CELDT level. (EL Teacher Report/Aeries)
- The ratio of technology devices to students will be 1:2. (DO Report)

100% of students will have access to instruction in technology at least once a week in a dedicated technology/computer lab. (Computer Lab Schedule)

0 Williams Complaints (SARC)

Classroom supply budgets for each teacher will be at least \$600. (DO Report)

Funding for Schools of Hope will increase by \$1,500. (DO Report)

86% of third grade students will be able to read at grade level (increase by 2%). (Lexia Report)

120 students will be served by the After School Program (ASES Report)

98% of parents will feel that their child is well-cared for in the after school program. (Parent Survey)

90% of students will state that they like coming to the after school program (Parent Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Professional Development/Instructional Strategies:</p> <p>Implement professional development and staff collaboration opportunities in the following areas: newly adopted mathematics curriculum, Common Core State Standards in ELA, ELD training, aligned and guaranteed Common Core instruction, Universal Lesson Design, Thinking Maps, Blended Learning/Flipped classroom, STEAM and Aeries.net.</p> <p>Note: Provide a total of 3 professional development days and at least 9 monthly training sessions for teachers. In addition, at least 20 annual staff hours will be designated for teacher collaboration.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development  01-0000-0-1110-1000-5800-000-G11 (\$ TBD)  5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <hr/> <p>01-0000-0-1110-1000-1144-000-SUB (\$4,161 Sub Days for PD)  01-0000-0-1110-1000-1130-000-SUB (\$21,916 450 hours Cert Suppl. for PD/Collaboration)  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,077</p> <hr/> <p>01-0000-0-1110-1000-5200-000-SUB (\$2,000 Travel &amp; Conference) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <hr/> <p>18 + hours Class Suppl- PD  01-0000-0-1110-1000-2130-000-SUPP  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p> <hr/> <p>01-0000-0-1110-1000-4300-000-SUPP (\$1,500 Training Materials) 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <hr/> <p>3 Add'l Professional Development Days to 2016-2017 Salary</p>

			Schedule 01-0000-0-1110-1000-1100-000-SUPP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,470
2. Curriculum and Assessment:  Ensure CCSS curriculum in Math and ELA is utilized in all classrooms and assessment measures are used to inform instruction. For 2016-2017, we will adopt and purchase ELA CCSS curriculum.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math & ELA Curriculum Adoptions 01-6300-0-1110-1000-4110-000-G12 (\$5,000 Math K-5) (Estimated carry over) 01-1100-0-1110-1000-4110-000-G12 (\$26,497 Math K-5) (Estimated carry over) 01-6300-0-1110-1000-4110-000-G12 (\$5,000 CPM Math 6-8) (Estimated carry over) 4000-4999: Books And Supplies Lottery \$41,000
3. Quality and Ample Staffing: Highly Qualified Teachers  Ensure quality and ample teaching staff to support all students, especially students with additional learning needs. Assign highly qualified teachers in all classrooms.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with an IEP	01-1400-0-1110-1000-1000-000-G13 (\$74,259 for EPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$7,138 for FEPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$869,195 for 10.68 FTE) 1000-1999: Certificated Personnel Salaries Base \$869,195
4. Quality and Ample Staffing: Instructional Assistants  Provide an IA in every K-5th grade classroom, and one IA to rove in middle school classrooms.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aides 01-0000-0-1110-1000-2100-000-SUPP 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$111,767
5. Quality and Ample Staffing: English Learners:  Fund .80 FTE EL teacher to provide EL Instruction with a combined model of "push- in" and "pull-out" programming to help support students' developing mastery of English language proficiency and the common core standards.	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	0.8 FTE ELL Teacher 01-0000-0-1110-1000-1000-000-SUPP  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,135

		(Specify)	
<p>6. Quality and Ample Staffing: RSP Support/Early Intervention:</p> <p>Ensure students with pre-identified learning struggles and/or disabilities are supported in attaining grade level standards by increasing RSP support by an additional .20 FTE in 2016-2017. RSP teachers will provide early intervention instruction, assist in the identification of students with special needs and facilitate the IEP process.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with an IEP</u>	RSP Teachers - no cost to General Fund
<p>7. Technology: Devices and Licensing</p> <p>Provide 30 additional classroom ipads (Grades K-3), a second chromebook cart (30+ devices/grades 3-8), all teachers with a laptop to support the implementation of all technology initiatives and continue to purchase student licenses for student acceleration. (i.e. LEXIA, ISL, Dreambox, Google Apps For Education, etc.)</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Teacher Laptops- BOND                      21-9000-0-0000-8500-4400-000-G17 (\$21,500)                      2000-2999: Classified Personnel Salaries Locally Defined \$88,938</p> <p>Licenses (Lexia, Aeries) (\$TBD)                      01-0000-0-1110-1000-5800-000-G17                      01-1100-0- 1110-1000-5800                      5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>8. Technology: Staff &amp; Student Support:</p> <p>Provide technology and digital literacy support through technical support and training and through a new 1.0 FTE classified staff position that supports:                      1) Instruction in and outside of the computer lab 2) School/district reporting functions 3) Training opportunities to staff.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>1.0 FTE Time Lab Assistant                      01-0000-0-1110-1000-2100-000-G18 (\$60,438)                      2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,754</p> <p>Tech Support                      01-0000-0-0000-7200-5800-000-G18 (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>Technology: Staff Training and classroom support                      01-0000-0-0000-7200-5800-000-SUPP (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>9. Instructional Materials</p> <p>Ensure classrooms have items necessary to support the</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	<p>Classroom Budgets (\$600 per teacher)                      01-1100-0-1110-1000-4310-000-G19 (\$9,000- estimated carry over)</p>



<p>learning of all students by increasing classroom supply budgets, enhancing classroom libraries and increase instructional materials for varying student support programs (i.e. Schools of Hope, Summer School, After school Programming).</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4000-4999: Books And Supplies Lottery \$9000                  Classroom Libraries &amp; Schools of Hope                  01-1100-0-1110-1000-4310-000-G19 (\$10,500) 01-0000-0-1110-1000-4310-000-SUPP (\$3,000 Supplemental listed in G11)                  4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>10. Program Support:                  Expand library services by reinstating Library Assistant position.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Library Assistant Position (14.25 hours/week)                  01-0000-0-1110-1000-2100-000-SUPP                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,768</p>

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:

- Increase the percent of students who meet or exceed the standards in Math on the 2018 SBAC by 4%, compared to 2017 SBAC data (CAASPP Data).
- Increase the percent of students who meet or exceed the standards in ELA on the 2018 SBAC by 4%, compared to 2017 SBAC data (CAASPP Data).
- 100% Middle School Promotion rate (to High School) (Locally Collected Data).
- 0% Middle School Dropout rate (Locally Collected Data).
- Continue the number of professional development as 2016-2017 to support additional training of teachers. Continue to provide at least 9 on-going training sessions during minimum day release time as well. (School Calendar).
- Instructional Assistants will receive at least 4 professional trainings. (IA Schedule).
- 95% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in mathematics. (Teacher Survey).
- 75% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in ELA. (Teacher Survey).
- 75% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in ELD. (Teacher Survey).
- 100% of students will have access to district adopted CCSS aligned mathematics curriculum (Teacher Survey).
- 100% of teachers who teach mathematics will use the district adopted Math Expressions (K-5) or CPM (6-8). (Teacher Survey).
- 100% of students will have access to teacher created CCSS aligned curriculum in ELA. (Teacher Survey).
- 100% of teachers will be considered highly qualified (SARC) 100% of teachers will be appropriately credentialed (District Report)
- 100% of newly hired teachers will receive ongoing support and training (Teacher Survey).
- There will be 0 teacher misassignments. (SARC)
- 50% of EL students will improve their CELDT score by at least one level. (EL Teacher Report/Aeries)
- 10-15% of EL students will be reclassified (EL Teacher Report/Aeries)
- 20% of Long Term EL's (LTEL) will advance by at least one CELDT level. (EL Teacher Report/Aeries)
- The ratio of technology devices to students will be 1:2. (DO Report)

- 100% of students will have access to instruction in technology at least once a week in a dedicated technology/computer lab. (Computer Lab Schedule)
- 0 Williams Complaints (SARC)
- Classroom supply budgets for each teacher will be at least \$600. (DO Report)
- 88% of third grade students will be able to read at grade level (increase by 2%). (Lexia Report)
- 120 students will be served by the After School Program (ASES Report)
- 98% of parents will feel that their child is well-cared for in the after school program. (Parent Survey)
- 90% of students will state that they like coming to the after school program (Parent Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Professional Development/Instructional Strategies:</p> <p>Implement professional development and staff collaboration opportunities in the following areas: newly adopted mathematics curriculum, Common Core State Standards in ELA, ELD training, aligned and guaranteed Common Core instruction, Universal Lesson Design, Thinking Maps, Blended Learning/Flipped classroom, STEAM and Aeries.net.</p> <p>Note: Provide a total of 3 professional development days and at least 9 monthly training sessions for teachers. In addition, at least 20 annual staff hours will be designated for teacher collaboration.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Professional Development                      01-0000-0-1110-1000-5800-000-G11 (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <hr/> <p>01-0000-0-1110-1000-1144-000-SUB (\$4,161 Sub Days for PD)</p> <p>01-0000-0-1110-1000-1130-000-SUB (\$21,916 450 hours Cert Suppl. for PD/Collaboration)                      1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,077</p> <hr/> <p>01-0000-0-1110-1000-5200-000-SUB (\$2,000 Travel &amp; Conference) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <hr/> <p>18 + hours Class Suppl- PD                      01-0000-0-1110-1000-2130-000-SUPP                      2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p> <hr/> <p>01-0000-0-1110-1000-4300-000-SUPP (\$1,500 Training Materials) 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <hr/> <p>3 Add'l Professional Development Days to 2016-2017 Salary Schedule                      01-0000-0-1110-1000-1100-000-SUPP</p>

			1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,470
<p>2. Curriculum and Assessment:</p> <p>Ensure CCSS curriculum in Math and ELA is utilized in all classrooms and assessment measures are used to inform instruction. For 2017-2018, we will implement ELA CCSS curriculum.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math & ELA Curriculum Adoptions 01-6300-0-1110-1000-4110-000-G12 (\$5,000 Math K-5) 01-1100-0-1110-1000-4110-000-G12 (\$26,497 Math K-5) 01-6300-0-1110-1000-4110-000-G12 (\$5,000 CPM Math 6-8) 4000-4999: Books And Supplies Lottery \$36,497
<p>3. Quality and Ample Staffing: Highly Qualified Teachers</p> <p>Ensure quality and ample teaching staff to support all students, especially students with additional learning needs. Assign highly qualified teachers in all classrooms.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with an IEP	01-1400-0-1110-1000-1000-000-G13 (\$74,259 for EPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$7,138 for FEPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$869,195 for 10.68 FTE) 1000-1999: Certificated Personnel Salaries Base \$869,195
<p>4. Quality and Ample Staffing: Instructional Assistants</p> <p>Provide an IA in every K-5th grade classroom, and one IA to rove in middle school classrooms.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aides 01-0000-0-1110-1000-2100-000-SUPP 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$111,767
<p>5. Quality and Ample Staffing: English Learners:</p> <p>Fund .80 FTE EL teacher to provide EL Instruction with a combined model of "push- in" and "pull-out" programming to help support students' developing mastery of English language proficiency and the common core standards.</p>	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.8 FTE ELL Teacher 01-0000-0-1110-1000-1000-000-SUPP  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,135

<p>6. Quality and Ample Staffing: RSP Support/Early Intervention:</p> <p>Ensure students with pre-identified learning struggles and/or disabilities are supported in attaining grade level standards by providing RSP support. RSP teachers will provide early intervention instruction, assist in the identification of students with special needs and facilitate the IEP process.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>students with an IEP</u></p>	<p>RSP Teachers - no cost to General Fund</p>
<p>7. Technology: Devices and Licensing</p> <p>Provide additional or replacement classroom ipads, chromebooks, and ensure all teachers have a laptop and continue to purchase student licenses for student acceleration. (i.e. LEXIA, ISL, Dreambox, Google Apps For Education, etc.)</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Laptops- BOND  21-9000-0-0000-8500-4400-000-G17 (\$21,500)  2000-2999: Classified Personnel Salaries Locally Defined \$88,938</p> <p>Licenses (Lexia, Aeries) (\$ TBD)  01-0000-0-1110-1000-5800-000-G17  01-1100-0- 1110-1000-5800  5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>8. Technology: Staff &amp; Student Support:</p> <p>Provide technology and digital literacy support through technical support and training and through a new 1.0 FTE classified staff position that supports:  1) Instruction in and outside of the computer lab 2) School/district reporting functions 3) Training opportunities to staff.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.0 FTE Time Lab Assistant  01-0000-0-1110-1000-2100-000-G18 (\$60,438)  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,754</p> <p>Tech Support  01-0000-0-0000-7200-5800-000-G18 (\$15,000)  5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</p> <p>Technology: Staff Training and classroom support  01-0000-0-0000-7200-5800-000-SUPP (\$ TBD)  5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>9. Instructional Materials</p> <p>Ensure classrooms have items necessary to support the learning of all students by increasing classroom supply budgets, enhancing classroom libraries and increase instructional materials for varying student support</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	<p>Classroom Budgets (\$600 to each teacher)  01-1100-0-1110-1000-4310-000-G19 (\$9,000)  4000-4999: Books And Supplies Lottery \$9000</p> <p>Classroom Libraries &amp; Schools of Hope  01-1100-0-1110-1000-4310-000-G19 (\$10,500) 01-0000-0-1110-1000-4310-000-SUPP (\$3,000 Supplemental listed in</p>

<p>programs (i.e. Schools of Hope, Summer School, After school Programming).</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>G11)                  4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>10. Program Support:                   Expand library services by providing a Library Assistant position.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                  _ Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Library Assistant Position (14.25 hours/week)                  01-0000-0-1110-1000-2100-000-SUPP                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,768</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- Increase the percent of students who meet or exceed the standards in Math on the 2019 SBAC by 4%, compared to 2018 SBAC data (CAASPP Data).
- Increase the percent of students who meet or exceed the standards in ELA on the 2019 SBAC by 4%, compared to 2018 SBAC data (CAASPP Data).
- 100% Middle School Promotion rate (to High School) (Locally Collected Data).
- 0% Middle School Dropout rate (Locally Collected Data).
- Continue the number of professional development as 2016-2017 to support additional training of teachers. Continue to provide at least 9 on-going training sessions during minimum day release time as well. (School Calendar).
- Instructional Assistants will receive at least 4 professional trainings. (IA Schedule).
- 95% of teachers will feel that they have had sufficient professional development to fully implement the CCSS in mathematics. (Teacher Survey).
- 95% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in ELA. (Teacher Survey).
- 95% of teachers will feel that they have had sufficient professional development to move beyond initial implementation of the CCSS in ELD. (Teacher Survey).
- 100% of students will have access to district adopted CCSS aligned mathematics curriculum (Teacher Survey).
- 100% of teachers who teach mathematics will use the district adopted Math Expressions (K-5) or CPM (6-8). (Teacher Survey).
- 100% of students will have access to teacher created CCSS aligned curriculum in ELA. (Teacher Survey).
- 100% of teachers will be appropriately credentialed (District Report)
- 100% of newly hired teachers will receive ongoing support and training (Teacher Survey).
- There will be 0 teacher misassignments. (SARC)
- 50% of EL students will improve their CELDT score by at least one level. (EL Teacher Report/Aeries)
- 10-15% of EL students will be reclassified (EL Teacher Report/Aeries)
- 20% of Long Term EL's (LTEL) will advance by at least one CELDT level. (EL Teacher Report/Aeries)
- The ratio of technology devices to students will be 1:2. (DO Report)

100% of students will have access to instruction in technology at least once a week in a dedicated technology/computer lab. (Computer Lab Schedule)

0 Williams Complaints (SARC)

Classroom supply budgets for each teacher will be at least \$600. (DO Report)

88% of third grade students will be able to read at grade level (increase by 2%). (Lexia Report)

120 students will be served by the After School Program (ASES Report)

98% of parents will feel that their child is well-cared for in the after school program. (Parent Survey)

90% of students will state that they like coming to the after school program (Parent Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Professional Development/Instructional Strategies:</p> <p>Implement professional development and staff collaboration opportunities in the following areas: newly adopted mathematics curriculum, Common Core State Standards in ELA, ELD training, aligned and guaranteed Common Core instruction, Universal Lesson Design, Thinking Maps, Blended Learning/Flipped classroom, STEAM and Aeries.net.</p> <p>Note: Provide a total of 3 professional development days and at least 9 monthly training sessions for teachers. In addition, at least 20 annual staff hours will be designated for teacher collaboration.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Professional Development                      01-0000-0-1110-1000-5800-000-G11 (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <hr/> <p>01-0000-0-1110-1000-1144-000-SUB (\$4,161 Sub Days for PD)</p> <p>01-0000-0-1110-1000-1130-000-SUB (\$21,916 450 hours Cert Suppl. for PD/Collaboration)                      1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,077</p> <hr/> <p>01-0000-0-1110-1000-5200-000-SUB (\$2,000 Travel &amp; Conference) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <hr/> <p>18 + hours Class Suppl- PD                      01-0000-0-1110-1000-2130-000-SUPP                      2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p> <hr/> <p>01-0000-0-1110-1000-4300-000-SUPP (\$1,500 Training Materials) 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <hr/> <p>3 Add'l Professional Development Days to 2016-2017 Salary</p>



			Schedule 01-0000-0-1110-1000-1100-000-SUPP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,470
2. Curriculum and Assessment:  Ensure CCSS curriculum in Math and ELA is utilized in all classrooms and assessment measures are used to inform instruction. Purchase any additional materials needed for ELA and mathematics.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math & ELA Curriculum Adoptions 01-6300-0-1110-1000-4110-000-G12 (\$5,000 Math K-5) 01-1100-0-1110-1000-4110-000-G12 (\$26,497 Math K-5) 01-6300-0-1110-1000-4110-000-G12 (\$5,000 CPM Math 6-8) 4000-4999: Books And Supplies Lottery \$36,497
3. Quality and Ample Staffing: Highly Qualified Teachers  Ensure quality and ample teaching staff to support all students, especially students with additional learning needs. Assign highly qualified teachers in all classrooms.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with an IEP	01-1400-0-1110-1000-1000-000-G13 (\$74,259 for EPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$7,138 for FEPA Teacher) 01-0000-0-1110-1000-1000-000-G13 (\$869,195 for 10.68 FTE) 1000-1999: Certificated Personnel Salaries Base \$869,195
4. Quality and Ample Staffing: Instructional Assistants  Provide an IA in every K-5th grade classroom, and one IA to rove in middle school classrooms.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aides 01-0000-0-1110-1000-2100-000-SUPP 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$111,767
5. Quality and Ample Staffing: English Learners:  Fund .80 FTE EL teacher to provide EL Instruction with a combined model of "push- in" and "pull-out" programming to help support students' developing mastery of English language proficiency and the common core standards.	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	0.8 FTE ELL Teacher 01-0000-0-1110-1000-1000-000-SUPP  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,135

		(Specify)	
<p>6. Quality and Ample Staffing: RSP Support/Early Intervention:</p> <p>Ensure students with pre-identified learning struggles and/or disabilities are supported in attaining grade level standards by providing RSP support . RSP teachers will provide early intervention instruction, assist in the identification of students with special needs and facilitate the IEP process.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with an IEP</u>	RSP Teachers - no cost to General Fund
<p>7. Technology: Devices and Licensing</p> <p>Provide additional or replacement classroom ipads, chromebooks, and ensure all teachers have a laptop and continue to purchase student licenses for student acceleration. (i.e. LEXIA, ISL, Dreambox, Google Apps For Education, etc.)</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Laptops- BOND 21-9000-0-0000-8500-4400-000-G17 (\$21,500) 2000-2999: Classified Personnel Salaries Locally Defined \$88,938 Licenses (Lexia, Aeries) (\$ TBD) 01-0000-0-1110-1000-5800-000-G17 01-1100-0- 1110-1000-5800 5000-5999: Services And Other Operating Expenditures Base \$0
<p>8. Technology: Staff &amp; Student Support:</p> <p>Provide technology and digital literacy support through technical support and training and through a 1.0 FTE classified staff position that supports:                      1) Instruction in and outside of the computer lab 2) School/district reporting functions 3) Training opportunities to staff.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE Time Lab Assistant 01-0000-0-1110-1000-2100-000-G18 (\$60,438) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,754 Tech Support 01-0000-0-0000-7200-5800-000-G18 (\$15,000) 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000 Technology: Staff Training and classroom support 01-0000-0-0000-7200-5800-000-SUPP (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
<p>9. Instructional Materials</p> <p>Ensure classrooms have items necessary to support the learning of all students by increasing classroom supply</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Classroom Budgets (\$600 to each teacher) 01-1100-0-1110-1000-4310-000-G19 (\$9,000) 4000-4999: Books And Supplies Lottery \$9000 Classroom Libraries & Schools of Hope

<p>budgets, enhancing classroom libraries and increase instructional materials for varying student support programs (i.e. Schools of Hope, Summer School, After school Programming).</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-1100-0-1110-1000-4310-000-G19 (\$10,500) 01-0000-0-1110-1000-4310-000-SUPP (\$3,000 Supplemental listed in G11)                  4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>10. Program Support:                   Expand library services by providing Library Assistant position.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Library Assistant Position (14.25 hours/week)                  01-0000-0-1110-1000-2100-000-SUPP                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,768</p>

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

<p>GOAL 2:</p>	<p>Engagement: Students, Staff and Families are excited and engaged in their learning and leadership.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 4 _ 5 X 6 _ 7 X 8 X          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>In 13-14, 77% of 5th grade students reported that they are happy to be at this school "all of the time" or "most of the time" and 76% of 7th graders "agree" or "strongly agree" with that statement (on the CHKS)</p> <p>In 13-14, 91 % of 7th graders stated that it was "pretty much true" or "Very much true" that they were involved in "music, art, literature, sports or a hobby (on the CHKS). 59% of 5th graders stated that they like to do lessons in arts, music, dance, and drama after school and 79% said they like to do sports and recreation activities after school (on CHKS)</p> <p>Survey results demonstrate that our enrichment activities are valued by staff, families and students.</p> <p>Our Garden Program is a joint effort between community and school. During the 2016-2017 our garden program will no longer be funded by the SNAP-Ed Grant.</p> <p>96% of students state that they work on homework during the after school program.</p> <p>In 2015, 52% of 5th and 7th grade students met 6 out of 6 fitness standards for the Healthy Fitness Zone.</p> <p>50% of teachers said they would like more resources to assist with meeting the required number PE Minutes. 30% of teachers said they are interested in professional development in Physical education. 40% of teacher said they would like more information on "Activity Breaks" in the classroom to help meet the required PE Minutes. 40% of teachers feel they have the adequate resources and training to provide en effective physical education program to their students.</p> <p>During the 14-15 school year, 62% of students had a free or reduced lunch status.</p> <p>During the focus group survey of students, students discussed an interest in more learning opportunities on campus.</p> <p>95% projected attendance rate for 2015-2016, compared to 96% for 2014-2015.</p> <p>16% projected chronic absenteeism rate for 2015-2016.</p> <p>3% projected suspension rate for 2015-2016, compared to 6.4% for 2014-2015</p> <p>In 2015-2016, lunch participation on average for free students was 52%, reduced students 48% and paid students 17%.</p>	
<p>Goal Applies to:</p>	<p>Schools: Guerneville Elementary School          Applicable Pupil all</p>	

Subgroups:

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:

- 85% of students will report that they are happy to be at this school (K-5 "all of the time" or "most of the time" and 6-8 "agree" or "strongly agree" (on a school based survey or CHKS)
- 96% of students will state that they work on homework during the after school program and have had participated in at least 1 enrichment opportunity through the after school program. (Student Survey)
- There will be an increase in 10% in the percent of students who met 6 out of 6 fitness standards for the 2017 Healthy Fitness Zone, compared to the 2016 Physical Education Test. (Physical Education Test-Dataquest)
- 65% of teachers will state that they have the adequate resources and training to provide an effective physical education program to their students. (Teacher Survey)
- Students will be offered 7 opportunities for student leadership opportunities. (Student Survey/DO Report)
- Our attendance rate will be at least 95%. (DO Report/ AYP)
- Our Chronic absenteeism rate will be 10% or lower for 2016-2017.(DO Report/ Aeries)
- Our suspension rate will be lower than 4% each year. (Dataquest)
- Our expulsion rate will be lower than 1% each year. (Dataquest)
- 100% of our K-5 students will have access to 1) Garden, 2) Music and 3) Physical Education (Master Schedule)
- 100% of our 6-8th grade students will have access to enrichment opportunities through their rotations. (Master Schedule)
- Increase "Free" lunch participation by at least 15% to 67%. (Cafeteria Report)
- 100% of all students will have access to a broad course of student as required in ed code 51210, including programs and services that are provided to individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Enrichment Programming:  We will further articulate, develop and provide a balanced and differentiated enrichment program for K-8th students that incorporates: monthly assemblies,	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Robotics 01-9027-0-1110-1000-4310-000-G21 4000-4999: Books And Supplies Locally Defined \$305 Music/Band Program

<p>comprehensive &amp; nutritional garden program, enrichment classes (music, library, arts, foreign language, etc), music, middle school rotations, recess activities, sports, and other engagement programs determined by stakeholders to be a priority (ballet folklorico).</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-9004-0-1110-1000-5830-000-G21                  01-0000-0-1110-1000-5830-000-G21                  0000: Unrestricted Other \$23,000</p> <hr/> <p>Garden Program                  01-3011-0-1110-1000-2920-000-GRDN                  2000-2999: Classified Personnel Salaries Locally Defined \$20,751</p> <hr/> <p>Ballet Folklorico                  01-9003-0-0000-0000-5800-000-BAC                  5000-5999: Services And Other Operating Expenditures Locally Defined \$5,500</p> <hr/> <p>Athletics program with 11 sports 0001-0999: Unrestricted: Locally Defined Other \$3,400</p>
<p>2. After School Program:                   Continue After-School Program using the research based, highly effective and nationally renowned, Boys and Girls Club to provide: Homework assistance to students, Literacy based experiences, Increased enrichment opportunities</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No cost beyond ASES                  01-6010-0-1110-1000-5100-000-ASES                  5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$219,985</p>
<p>3. Physical Education Program:                   Ensure students are establishing healthy routines and engaged in physical education 200 minutes every 10 days by developing a comprehensive PE program complete with a 1.0 FTE PE position to assist teachers, professional development in PE instructional strategies for teachers, expanding PE inventory and resources, and providing annual PE assemblies.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PE position                  01-0000-0-1110-1000-2100-000-SUPP                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,837</p> <hr/> <p>Professional Development                  01-0000-0-1110-1000-5800-000-G23 (\$ TBD)                  5000-5999: Services And Other Operating Expenditures Base \$0</p> <hr/> <p>PE Equipment                  01-1100-0-1110-1000-4310-000-G23                  4000-4999: Books And Supplies Lottery \$1,500</p> <hr/> <p>PE Assemblies                  01-3010-0-1110-1000-5800-000-T1 (\$ TBD)                  5000-5999: Services And Other Operating Expenditures Title I \$0</p>
<p>4. Breakfast/Lunch Program:                   Continue to increase access to quality nutritional meals</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>No Cost to General Fund-Fund 13</p>

<p>throughout the day, as well as make enhancements to the overall dining experience so that students are nourished and are able to focus on their education.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>5. Student Leadership:                  Ensure students, who are interested, develop leadership skills and an understanding that their voice makes a difference by implementing a student council, exploring other programs and involvement opportunities to increase student leadership and further expand the Mix it up Lunch program and being to develop a school newspaper.</p>	<p>district-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teacher Extra Duty                  01-0000-0-1110-1000-1130-000-ADDL                  1000-1999: Certificated Personnel Salaries Base \$1,500</p>
<p>6. Absenteeism/Truancy:                  Ensure all students are at school so that they do not miss learning opportunities by continuing the KKIS (Keeping Kids in School) grant to decrease truancy and absenteeism and further develop school wide systems on training/incentives to increase school average daily attendance.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost</p>
<p>7. Community-based asset mapping:                  Begin to identify the strengths, skills, services and resources of our locally based individuals, associations and organizations so we can assist in further mobilizing our community for positive school change.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost</p>

**LCAP Year 2: 2017/2018**

**Expected Annual Measurable Outcomes:**

- 90% of students will report that they are happy to be at this school (K-5 "all of the time" or "most of the time" and 6-8 "agree" or "strongly agree" (on a school based survey or CHKS)
- 96% of students will state that they work on homework during the after school program and have had participated in at least 1 enrichment opportunity through the after school program. (Student Survey)
- There will be an increase in 10% in the percent of students who met 6 out of 6 fitness standards for the 2017 Healthy Fitness Zone, compared to the 2016 Physical Education Test. (Physical Education Test-Dataquest)
- 75% of teachers will state that they have the adequate resources and training to provide an effective physical education program to their students. (Teacher Survey)
- Students will be offered 8 opportunities for student leadership opportunities. (Student Survey/DO Report)
- Our attendance rate will be at least 95%. (DO Report/ AYP)
- Our Chronic absenteeism rate will be 10% or lower .(DO Report/ Aeries)
- Our suspension rate will be lower than 4% each year. (Dataquest)
- Our expulsion rate will be lower than 1% each year. (Dataquest)
- 100% of our K-5 students will have access to 1) Garden, 2) Music and 3) Physical Education (Master Schedule)
- 100% of our 6-8th grade students will have access to enrichment opportunities through their rotations. (Master Schedule)
- Increase "Free" lunch participation by at least 15% to 67%. (Cafeteria Report)
- 100% of all students will have access to a broad course of student as required in ed code 51210, including programs and services that are provided to individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Enrichment Programming:</p> <p>We will further articulate, develop and provide a balanced and differentiated enrichment program for K-8th students that incorporates: monthly assemblies, comprehensive &amp; nutritional garden program, enrichment classes (music, library, arts, foreign</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Robotics                      01-9027-0-1110-1000-4310-000-G21                      4000-4999: Books And Supplies Locally Defined \$305</p> <hr/> <p>Music/Band Program                      01-9004-0-1110-1000-5830-000-G21                      01-0000-0-1110-1000-5830-000-G21                      0000: Unrestricted Other \$23,000</p>



<p>language, etc), music, middle school rotations, recess activities, sports, and other engagement programs determined by stakeholders to be a priority (ballet folklorico).</p>		<p>_ Other Subgroups: (Specify)</p>	<p>Garden Program 01-3011-0-1110-1000-2920-000-GRDN 2000-2999: Classified Personnel Salaries Locally Defined \$20,751</p> <p>Ballet Folklorico 01-9003-0-0000-0000-5800-000-BAC 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,500</p> <p>Athletics program with 11 sports 0001-0999: Unrestricted: Locally Defined Other \$6,800</p>
<p>2. After School Program:  Continue After-School Program using the research based, highly effective and nationally renowned, Boys and Girls Club to provide: Homework assistance to students, Literacy based experiences, Increased enrichment opportunities</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>No cost beyond ASES 01-6010-0-1110-1000-5100-000-ASES 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$219,985</p>
<p>3. Physical Education Program:  Ensure students are establishing healthy routines and engaged in physical education 200 minutes every 10 days by developing a comprehensive PE program complete with a 1.0 FTE PE position to assist teachers, professional development in PE instructional strategies for teachers, expanding PE inventory and resources, and providing annual PE assemblies.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>PE position 01-0000-0-1110-1000-2100-000-SUPP 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,837</p> <p>Professional Development 01-0000-0-1110-1000-5800-000-G23 5000-5999: Services And Other Operating Expenditures Base \$1,200</p> <p>PE Equipment 01-1100-0-1110-1000-4310-000-G23 4000-4999: Books And Supplies Lottery \$1,500</p> <p>PE Assemblies 01-3010-0-1110-1000-5800-000-T1 5000-5999: Services And Other Operating Expenditures Title I \$6,500</p>
<p>4. Breakfast/Lunch Program:  Continue to increase access to quality nutritional meals throughout the day, as well as make enhancements to the overall dining experience so that students are nourished and are able to focus on their education.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent</p>	<p>No Cost to General Fund-Fund 13</p>

		English proficient _ Other Subgroups: (Specify)	
5. Student Leadership:  Ensure students, who are interested, develop leadership skills and an understanding that their voice makes a difference by implementing a student council, exploring other programs and involvement opportunities to increase student leadership and further expand the Mix it up Lunch program and being to develop a school newspaper.	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Extra Duty 01-0000-0-1110-1000-1130-000-ADDL 1000-1999: Certificated Personnel Salaries Base \$1,500
6. Absenteeism/Truancy:  Ensure all students are at school so that they do not miss learning opportunities by continuing the KKIS (Keeping Kids in School) grant to decrease truancy and absenteeism and further develop school wide systems on training/incentives to increase school average daily attendance.	district wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
7. Community-based asset mapping:  Identify the strengths, skills, services and resources of our locally based individuals, associations and organizations so we can assist in further mobilizing our community for positive school change.	district wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>90+% of students will report that they are happy to be at this school (K-5 "all of the time" or "most of the time" and 6-8 "agree" or "strongly agree" (on a school based survey or CHKS)</p> <p>96%+ of students will state that they work on homework during the after school program and have had participated in at least 1 enrichment opportunity through the after school program. (Student Survey)</p> <p>There will be an increase in 10% in the percent of students who met 6 out of 6 fitness standards for the 2019 Healthy Fitness Zone, compared to the 2018 Physical Education Test. (Physical Education Test-Dataquest)</p> <p>65% of teachers will state that they have the adequate resources and training to provide an effective physical education program to their students. (Teacher Survey)</p> <p>Students will be offered 7 opportunities for student leadership opportunities. (Student Survey/DO Report)</p> <p>Our attendance rate will be at least 95%. (DO Report/ AYP)</p> <p>Our Chronic absenteeism rate will be 10% or lower than previous year.(DO Report/ Aeries)</p> <p>Our suspension rate will be lower than 4% each year. (Dataquest)</p> <p>Our expulsion rate will be lower than 1% each year. (Dataquest)</p> <p>100% of our K-5 students will have access to 1) Garden, 2) Music and 3) Physical Education (Master Schedule)</p> <p>100% of our 6-8th grade students will have access to enrichment opportunities through their rotations. (Master Schedule)</p> <p>Increase "Free" lunch participation by at least 15% to 67%. (Cafeteria Report)</p> <p>100% of all students will have access to a broad course of student as required in ed code 51210, including programs and services that are provided to individuals with exceptional needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Enrichment Programming:</p> <p>We will further articulate, develop and provide a balanced and differentiated enrichment program for K-8th students that incorporates: monthly assemblies, comprehensive &amp; nutritional garden program, enrichment classes (music, library, arts, foreign</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Robotics</p> <p>01-9027-0-1110-1000-4310-000-G21</p> <p>4000-4999: Books And Supplies Locally Defined \$305</p> <hr/> <p>Music/Band Program</p> <p>01-9004-0-1110-1000-5830-000-G21</p> <p>01-0000-0-1110-1000-5830-000-G21</p> <p>0000: Unrestricted Other \$23,000</p>

<p>language, etc), music, middle school rotations, recess activities, sports, and other engagement programs determined by stakeholders to be a priority (ballet folklorico).</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Garden Program 01-3011-0-1110-1000-2920-000-GRDN 2000-2999: Classified Personnel Salaries Locally Defined \$20,751</p> <p>Ballet Folklorico 01-9003-0-0000-0000-5800-000-BAC 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,500</p> <p>Athletics program with 11 sports 0001-0999: Unrestricted: Locally Defined Other \$6,800</p>
<p>2. After School Program:  Continue After-School Program using the research based, highly effective and nationally renowned, Boys and Girls Club to provide: Homework assistance to students, Literacy based experiences, Increased enrichment opportunities</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost beyond ASES 01-6010-0-1110-1000-5100-000-ASES 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$219,985</p>
<p>3. Physical Education Program:  Ensure students are establishing healthy routines and engaged in physical education 200 minutes every 10 days by developing a comprehensive PE program complete with a 1.0 FTE PE position to assist teachers, professional development in PE instructional strategies for teachers, expanding PE inventory and resources, and providing annual PE assemblies.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PE position 01-0000-0-1110-1000-2100-000-SUPP 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,837</p> <p>Professional Development 01-0000-0-1110-1000-5800-000-G23 5000-5999: Services And Other Operating Expenditures Base \$1,200</p> <p>PE Equipment 01-1100-0-1110-1000-4310-000-G23 4000-4999: Books And Supplies Lottery \$1,500</p> <p>PE Assemblies 01-3010-0-1110-1000-5800-000-T1 5000-5999: Services And Other Operating Expenditures Title I \$6,500</p>
<p>4. Breakfast/Lunch Program:  Continue to increase access to quality nutritional meals throughout the day, as well as make enhancements to the overall dining experience so that students are nourished and are able to focus on their education.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>No Cost to General Fund-Fund 13</p>

		English proficient _ Other Subgroups: (Specify)	
<p>5. Student Leadership:</p> <p>Ensure students, who are interested, develop leadership skills and an understanding that their voice makes a difference by implementing a student council, exploring other programs and involvement opportunities to increase student leadership and further expand the Mix it up Lunch program and being to develop a school newspaper.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Teacher Extra Duty  01-0000-0-1110-1000-1130-000-ADDL  1000-1999: Certificated Personnel Salaries Base \$1,500</p>
<p>6. Absenteeism/Truancy:</p> <p>Ensure all students are at school so that they do not miss learning opportunities by continuing the KKIS (Keeping Kids in School) grant to decrease truancy and absenteeism and further develop school wide systems on training/incentives to increase school average daily attendance.</p>	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
<p>7. Community-based asset mapping:</p> <p>Utilize the strengths, skills, services and resources of our locally based individuals, associations and organizations so we can assist in further mobilizing our community for positive school change.</p>	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

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

<p>GOAL 3:</p>	<p>Communication: Provide ongoing and effective two-way communication with all stakeholders.</p>	<p>Related State and/or Local Priorities:          1 _ 2 3 <u>X</u> 4 5 6 7 8          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>There were 8 avenues to which parents could receive information.</p> <ul style="list-style-type: none"> <li>70% of families attended open house</li> <li>30% of families attended other events</li> <li>24 parent communications were sent home by the office throughout the 2015-16 school year</li> <li>52% of families returned surveys</li> <li>16% of Kindergarten students were considered "Ready" for school, compared to 36% of other Ready schools.</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: Guerneville Elementary School</p> <p>Applicable Pupil: all</p> <p>Subgroups:</p>	

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:	<p>Provide at least 8 avenues to which parents can receive information (DO Report)</p> <p>75% of families will attend open house (Sign In Sheet)</p> <p>60% of families will attend Back To School Night (Sign In Sheet)</p> <p>35% of families will attend other evening events (Sign In Sheet)</p> <p>Send at least 24 parent communications from the school/district (DO Report)</p> <p>60% of families will return surveys that provide them with the opportunity to give the district their input (Parent Survey Results)</p> <p>21% of Kindergarten students will enter Kindergarten and be considered "Ready To Go" (KSEP) (KSEP Report)</p> <p>Increase district website activity/traffic by 15% (SchoolLoop Report)</p> <p>95% of Kindergarten Parents will participate in the READY annual parent survey (KSEP Report)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Communication Methods:</p> <p>Ensure parents are informed regarding all important information (including school rules), events, and student issues/successes. Parents will be consistently communicated with by using a variety of modalities such as, GSD Website, notification letters/mailers, display cases, teacher initiated communication, district newsletter/brochure, optional text/email notification, parent handbook, annual district notifications.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Printing: Newsletters, brochures, handbooks, announcements: 01-0000-1110-1000-5812-000-G31 \$1,800 01-0000-1110-1000-5813-000-G31 \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Printing Supplies 01-1100-1110-1000-4350-000-G31 \$1,400 4000-4999: Books And Supplies Lottery \$1400</p> <p>Purchase Lazer Printers for Color Printing 21-0000-1110-1000-4400-000-G31 - \$1,660 4000-4999: Books And Supplies Locally Defined \$1,660</p> <p>Annual Subscriptions for communication: (Auto-Dialer, Constant Contact, School Loop) 01-0000-1110-1000-5800-000-G31 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>2. Annual Surveys:</p> <p>Continue to elicit on-going stakeholder input by providing various surveys and analyze the results to</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>01-0000-1110-1000-5800-000-G32 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0</p>

<p>further inform needed adjustments to LCAP. Annual surveys include but are not limited to (Site Council/Parent Advisory Committee (PAC) annual parent survey, LCAP Fair and annual Surveys, After School Program Survey (ASES)- Parents, ELAC Inventory(Parents of EL students), READY Parent Survey , On-line staff surveys that</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>3. Parent Opportunities:                   Provide parents with varying opportunities to engage in multiple areas of their students' education. Ensure parents are invited to: Back to School night, Open House, LCAP Fair, Family Welcome Back BBQ, Family Themed nights, Monthly Parent Coffees with principals, Common Core Workshops.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Refreshments/Resources for Parent Events                  01-1100-1110-1000-4300-000-G33                  4000-4999: Books And Supplies Lottery \$1,200</p>
<p>4. Technology to Support Communication:                   Purchase and continue licensing for all technology that assists in communication, such as Aeries, EduLink, School Loop, Cyberschool, Constant Contact, SCOE Management of Network</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)                  TK-Kinder Parents</p>	<p>Tech Licenses                  (Lexia, IXEL, Dream Box, Google Apps, Aeries) 01-0000-0-1110-1000-5800-000-G34 (\$ TBD)                  5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>5. School &amp; District Data Analytics for Progress Monitoring:                   Ensure all data collected is centralized, results are analyzed, and relevant data is presented to all stakeholders in an effective way. Examples include: Needs assessment data base, user friendly visuals (infographs), surveys, LCAP Progress Monitoring tools, website updates.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-0000-0-1110-1000-5800-000-G35 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>6. Additional Support: EL Families:</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:</p>	<p>EL Supplemental Staff Time                  01-4203-0-1110-1000-1130-000-G36</p>



<p>Support EL students and their families by 1) personal outreach for ELAC meetings, 2) assist in providing English Classes for EL families through SRJC, and 3) provide workshops to support EL families in navigating the school system and community resources.</p>		<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Title III \$450</p>
<p>7. Additional Support: READY                   READY (Road to Early Achievement and Development of Youth): Support parents in preparing their 3-5 year olds by continuing this early readiness partnership with local agencies, early childhood community and parents.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Early Childhood</u></p>	<p>Staff Support (Stipend) for READY Program:                  • Local Grant                  0001-0999: Unrestricted: Locally Defined Locally Defined \$500</p>

**LCAP Year 2: 2017/2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Provide at least 8 avenues to which parents can receive information (DO Report)</p> <p>75% of families will attend open house (Sign In Sheet)</p> <p>60% of families will attend Back To School Night (Sign In Sheet)</p> <p>40% of families will attend other evening events (Sign In Sheet)</p> <p>Send at least 24 parent communications from the school/district (DO Report)</p> <p>60% of families will return surveys that provide them with the opportunity to give the district their input (Parent Survey Results)</p> <p>26% of Kindergarten students will enter Kindergarten and be considered "Ready To Go" (KSEP) (KSEP Report)</p> <p>Increase district website activity/traffic by 15% (SchoolLoop Report)</p> <p>95% of Kindergarten Parents will participate in the READY annual parent survey (KSEP Report)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Communication Methods:</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>Printing: Newsletters, brochures, handbooks, announcements: 01-0000-1110-1000-5812-000-G31 \$1,800</p>

<p>Ensure parents are informed regarding all important information (including school rules), events, and student issues/successes. Parents will be consistently communicated with by using a variety of modalities such as, GSD Website, notification letters/mailers, display cases, teacher initiated communication, district newsletter/brochure, optional text/email notification, parent handbook, annual district notifications.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-0000-1110-1000-5813-000-G31 \$1,000                      5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Printing Supplies                      01-1100-1110-1000-4350-000-G31 \$1,400                      4000-4999: Books And Supplies Lottery \$1400</p> <p>Purchase Lazer Printers for Color Printing                      21-0000-1110-1000-4400-000-G31 - \$1,660                      4000-4999: Books And Supplies Locally Defined \$1,660</p> <p>Annual Subscriptions for communication:                  (Auto-Dialer, Constant Contact, School Loop)                      01-0000-1110-1000-5800-000-G31 (\$3,400)                      5800: Professional/Consulting Services And Operating Expenditures Base \$3,400</p>
<p>2. Annual Surveys:                   Continue to elicit on-going stakeholder input by providing various surveys and analyze the results to further inform needed adjustments to LCAP. Annual surveys include but are not limited to (Site Council/Parent Advisory Committee (PAC) annual parent survey, LCAP Fair and annual Surveys, After School Program Survey (ASES)- Parents, ELAC Inventory(Parents of EL students), READY Parent Survey , On-line staff surveys that</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-0000-1110-1000-5800-000-G32 5000-5999: Services And Other Operating Expenditures Base \$1,475</p>
<p>3. Parent Opportunities:                   Provide parents with varying opportunities to engage in multiple areas of their students' education. Ensure parents are invited to: Back to School night, Open House, LCAP Fair, Family Welcome Back BBQ, Family Themed nights, Monthly Parent Coffees with principals, Common Core Workshops.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Refreshments/Resources for Parent Events                      01-1100-1110-1000-4300-000-G33                      4000-4999: Books And Supplies Lottery \$1,200</p>
<p>4. Technology to Support Communication:                   Purchase and continue licensing for all technology that assists in communication, such as Aeries, EduLink,</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Tech Licenses                  (Lexia, IXEL, Dream Box, Google Apps, Aeries) 01-0000-0-1110-1000-5800-000-G34 (\$ TBD)                      5800: Professional/Consulting Services And Operating</p>

<p>School Loop, Cyberschool, Constant Contact, SCOE Management of Network</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                  TK-Kinder Parents</p>	<p>Expenditures Base \$0</p>
<p>5. School &amp; District Data Analytics for Progress Monitoring:                   Ensure all data collected is centralized, results are analyzed, and relevant data is presented to all stakeholders in an effective way. Examples include: Needs assessment data base, user friendly visuals (infographs), surveys, LCAP Progress Monitoring tools, website updates.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>01-0000-0-1110-1000-5800-000-G35 5800:                  Professional/Consulting Services And Operating Expenditures Base \$6,000</p>
<p>6. Additional Support: EL Families:                   Support EL students and their families by 1) personal outreach for ELAC meetings, 2) assist in providing English Classes for EL families through SRJC, and 3) provide workshops to support EL families in navigating the school system and community resources.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EL Supplemental Staff Time                  01-4203-0-1110-1000-1130-000-G36                  1000-1999: Certificated Personnel Salaries Title III \$450</p>
<p>7. Additional Support: READY                   READY (Road to Early Achievement and Development of Youth): Support parents in preparing their 3-5 year olds by continuing this early readiness partnership with local agencies, early childhood community and parents.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  Early Childhood</p>	<p>Staff Support (Stipend) for READY Program:                  • Local Grant                  0001-0999: Unrestricted: Locally Defined Locally Defined \$500</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Provide at least 8 avenues to which parents can receive information (DO Report)</p> <p>75% of families will attend open house (Sign In Sheet)</p> <p>60% of families will attend Back To School Night (Sign In Sheet)</p> <p>45% of families will attend other evening events (Sign In Sheet)</p> <p>Send at least 24 parent communications from the school/district (DO Report)</p> <p>60% of families will return surveys that provide them with the opportunity to give the district their input (Parent Survey Results)</p> <p>31% of Kindergarten students will enter Kindergarten and be considered "Ready To Go" (KSEP) (KSEP Report)</p> <p>Increase district website activity/traffic by 15% (SchoolLoop Report)</p> <p>95% of Kindergarten Parents will participate in the READY annual parent survey (KSEP Report)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Communication Methods:</p> <p>Ensure parents are informed regarding all important information (including school rules), events, and student issues/successes. Parents will be consistently communicated with by using a variety of modalities such as, GSD Website, notification letters/mailers, display cases, teacher initiated communication, district newsletter/brochure, optional text/email notification, parent handbook, annual district notifications.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Printing: Newsletters, brochures, handbooks, announcements: 01-0000-1110-1000-5812-000-G31 \$1,800 01-0000-1110-1000-5813-000-G31 \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <hr/> <p>Printing Supplies 01-1100-1110-1000-4350-000-G31 \$1,400 4000-4999: Books And Supplies Lottery \$1400</p> <hr/> <p>Purchase Lazer Printers for Color Printing 21-0000-1110-1000-4400-000-G31 - \$1,660 4000-4999: Books And Supplies Locally Defined \$1,660</p> <hr/> <p>Annual Subscriptions for communication: (Auto-Dialer, Constant Contact, School Loop) 01-0000-1110-1000-5800-000-G31 (\$3,400) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,400</p>
<p>2. Annual Surveys:</p> <p>Continue to elicit on-going stakeholder input by providing various surveys and analyze the results to</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>01-0000-1110-1000-5800-000-G32 5000-5999: Services And Other Operating Expenditures Base \$1,475</p>

<p>further inform needed adjustments to LCAP. Annual surveys include but are not limited to (Site Council/Parent Advisory Committee (PAC) annual parent survey, LCAP Fair and annual Surveys, After School Program Survey (ASES)- Parents, ELAC Inventory(Parents of EL students), READY Parent Survey , On-line staff surveys that</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>3. Parent Opportunities:                   Provide parents with varying opportunities to engage in multiple areas of their students' education. Ensure parents are invited to: Back to School night, Open House, LCAP Fair, Family Welcome Back BBQ, Family Themed nights, Monthly Parent Coffees with principals, Common Core Workshops.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Refreshments/Resources for Parent Events                  01-1100-1110-1000-4300-000-G33                  4000-4999: Books And Supplies Lottery \$1,200</p>
<p>4. Technology to Support Communication:                   Purchase and continue licensing for all technology that assists in communication, such as Aeries, EduLink, School Loop, Cyberschool, Constant Contact, SCOE Management of Network</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)                  TK-Kinder Parents</p>	<p>Tech Licenses                  (Lexia, IXEL, Dream Box, Google Apps, Aeries) 01-0000-0-1110-1000-5800-000-G34 (\$ TBD)                  5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>5. School &amp; District Data Analytics for Progress Monitoring:                   Ensure all data collected is centralized, results are analyzed, and relevant data is presented to all stakeholders in an effective way. Examples include: Needs assessment data base, user friendly visuals (infographs), surveys, LCAP Progress Monitoring tools, website updates.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>01-0000-0-1110-1000-5800-000-G35 5800:                  Professional/Consulting Services And Operating Expenditures Base \$6,000</p>
<p>6. Additional Support: EL Families:</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:</p>	<p>EL Supplemental Staff Time                  01-4203-0-1110-1000-1130-000-G36</p>

<p>Support EL students and their families by 1) personal outreach for ELAC meetings, 2) assist in providing English Classes for EL families through SRJC, and 3) provide workshops to support EL families in navigating the school system and community resources.</p>		<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Title III \$450</p>
<p>7. Additional Support: READY                   READY (Road to Early Achievement and Development of Youth): Support parents in preparing their 3-5 year olds by continuing this early readiness partnership with local agencies, early childhood community and parents.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  Early Childhood</p>	<p>Staff Support (Stipend) for READY Program:                  • Local Grant                  0001-0999: Unrestricted: Locally Defined Locally Defined \$500</p>

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

<p>GOAL 4:</p>	<p>High School and Beyond Preparation: Students are prepared for the academic, social and emotional challenges of high school and beyond.</p>	<p>Related State and/or Local Priorities:            1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _             COE only: 9 _ 10 _             Local : Specify <u>HS and Beyond</u></p>
<p>Identified Need :</p>	<p>When asked " How can we continue to promote a college and career going culture? (Check all the apply)" on a survey the following results were collected: Teacher results: 94% chose "Assist parents in preparing their child for college and career"; 81% chose "have students explore pathway options", 75% chose "Host a Career Fair" , 69% chose "Continue College Visits at the MS Level" and 63% chose "Implement AVID College and Career Strategies in the classroom (note taking, organization, asking questions, etc)". Classified Staff Results: 80% chose "Each classroom adopts a college" , 70% chose "Continue College Visits at the MS Level" and 70% chose "Middle School students hosts a College Fair to younger grades".</p> <p>When asked "Our ongoing commitment is to serve all our students with their varying needs. How can we support staff if they have any type of concern for a student? (Check all the apply)" on a survey the following results were collected:            Teacher results: 88% chose "Increase Counselor Services" 75% chose "Articulate a clear process of support of students" 75% chose "Create a calendar of SST's" and 68% chose "Develop a follow-up system to ensure items were complete" Classified Staff: 70% chose "Increase Counselor Services", 100% chose "Articulate a clear process of support of students" and 70% chose "Develop a follow-up system to ensure SST items were completed"</p> <p>In 2013-2014, 95% of 5th grade students stated that they plan to go to college or some other school after high school (on CHKS)</p> <p>In 2013-2014, 100% of 5th grade students stated that they have goals and plans for the future (on CHKS)</p> <p>N/A -High School dropout rates            N/A -High School graduation rates</p>	
<p>Goal Applies to:</p>	<p>Schools: Guerneville Elementary School</p> <p>Applicable Pupil Subgroups: all</p>	

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:	<p>90% of all students state that they plan to go to college or some other school after high school (school-based survey or CHKS)</p> <p>90% of all students state that they have goals and plans for the future (school-based survey or CHKS)</p> <p>Increase counselor hours by 20% ( 2 hours per week)</p> <p>100% of 8th grade students will have explored educational pathway options (Teacher Report/Student Survey)</p> <p>80% of 6-8 grade students will have gone on at least 1 college trip (Teacher Report/Student Survey)</p> <p>1 annual career fair will be organized. 95% of students in grades 5-8 will participate. (Teacher Report/Student Survey)</p> <p>1 parent event for 8th grade families will be organized to assist parents in preparing their child for college and career. 100% of 8th grade families will be invited. (On School Calendar/Sign In Sheets)</p> <p>100% of staff will be trained on a clear process of student support/ follow-up (PD Day Agenda)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. High School Preparation:</p> <p>Ensure students are well-prepared and versed on the academic and social expectations, course requirements and potential program offerings of their local high school by developing homework agreements for 6th-8th grade, exploring volunteer hour requirement, maintaining a departmentalized middle school model, providing information regarding the HS 9-12 requirements (including A-G requirements).</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Programming/Staffing- Extra Duty 01-0000-0-1110-1000-1130-000-G41 1000-1999: Certificated Personnel Salaries Base \$1,450</p> <hr/> <p>Resources for Promoting high school awareness 01-0000-0-1110-1000-5800-000-G41 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>2. College and Career Readiness:</p> <p>Provide students with the skills necessary to be college and career ready and assist parents in preparing their child for higher education such as providing college knowledge, encouraging a college going atmosphere, discussing pathway options and career pathways,</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>College Atmosphere 01-0000-0-1110-1000-4300-000-G42 (\$ TBD) 4000-4999: Books And Supplies Base \$0</p> <hr/> <p>College Tours/Field Trips 01-0000-0-1110-1000-5821-000-G42 (\$ TBD) 5800: Professional/Consulting Services And Operating</p>



<p>continuing college visits, exploring AVID strategies and organizing career days.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expenditures Base \$0                      AVID-Like Coaching/Support                      01-0000-0-1110-1000-5800-000-G42 (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0                      AVID Programming- Staffing (\$ TBD) 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>3. Overall Student Health &amp; Wellness:                       Through a Multi-Tiered (Universal, Target, Intensive) System of Supports and Services (MTSS), students will have equitable access to a variety of experiences and resources that will positively impact their overall health, wellness and social/emotional resiliency abilities. [More actions related to this topic are listed below as 4-8].</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
<p>4. Wellness: School-based (PPS) Counseling Services:                       Increase counseling services by 20% (2 additional hours per week) for students in order to meet the social and emotional needs of K-8 students.</p>	<p>district wide</p>	<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Service &amp; Support Service Providers: social emotional development (MTSS)                      01-0000-0-1110-1000-5800-000-G44 (\$ TBD)                      5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>
<p>5. Wellness: Family Life Classes (Rights, Respect and Responsibility Curriculum):                       Opportunities for Family Life classes (6) that address social, emotional issues and developmental issues for grades 5-8.</p>	<p>Grades 5-8</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Rights, Respect and Responsibility Classes (Grades 5-8)                      01-0000-0-1110-1000-5800-000-G45 (\$ TBD)                      5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>6 Wellness: Coordinated Student Services Process:                       Begin to implement a systemized, coordinated services process for addressing student concerns (i.e. basic needs, academic, social, emotional and health).</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Services: System of Support Set-Up 01-0000-0-1110-5800--000-G46 5000-5999: Services And Other Operating Expenditures Base \$1575</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Wellness: Events  School wide assemblies, programs and resources which promote emotional resilience, the celebration of diversity, conflict resolution, self-regulation/empowerment, empathy and bullying prevention. (Programs may include but are not limited to: Restorative Practices, Listening for Change, BEST, Tool Kit, Safe School Ambassadors, Conflict Managers, Mix It Up, No Bully)	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Wellness Promotion and Curriculum 01-0000-0-1110-1000-4310-000-G47 4000-4999: Books And Supplies Base \$800 <hr/> Instructional Resources for Positive School Culture Training 01-0000-0-1110-1000-4310-000-G47 (\$ TBD) 4000-4999: Books And Supplies Base \$0 <hr/> Assemblies/School-wide Program Service & Support Service Providers: social emotional development (MTSS) 01-0000-0-1110-1000-5800-000-G47 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$12,400
8. Wellness: Policy and Resources  Active and intentional implementation of the District's board adopted wellness policy and continued outreach to provide nutritional resources and information for families.	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional School Nurse Time- additional needed screenings and referrals 01-0000-0-1110-1000-5800-000-G48 -\$0 TBD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:	<p>90% of all students state that they plan to go to college or some other school after high school (school-based survey or CHKS)</p> <p>90% of all students state that they have goals and plans for the future (school-based survey or CHKS)</p> <p>100% of 8th grade students will have explored educational pathway options (Teacher Report/Student Survey)</p> <p>80% of 6-8 grade students will have gone on at least 1 college trip (Teacher Report/Student Survey)</p> <p>1 annual career fair will be organized. 95% of students in grades 5-8 will participate. (Teacher Report/Student Survey)</p> <p>1 parent event for 8th grade families will be organized to assist parents in preparing their child for college and career. 100% of 8th grade families will be invited. (On School Calendar/Sign In Sheets)</p> <p>100% of staff will be trained on a clear process of student support/ follow-up (PD Day Agenda)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. High School Preparation:</p> <p>Ensure students are well-prepared and versed on the academic and social expectations, course requirements and potential program offerings of their local high school by developing homework agreements for 6th-8th grade, exploring volunteer hour requirement, maintaining a departmentalized middle school model, providing information regarding the HS 9-12 requirements (including A-G requirements).</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Programming/Staffing- Extra Duty 01-0000-0-1110-1000-1130-000-G41 1000-1999: Certificated Personnel Salaries Base \$1,450</p> <p>Resources for Promoting high school awareness 01-0000-0-1110-1000-5800-000-G41 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>2. College and Career Readiness:</p> <p>Provide students with the skills necessary to be college and career ready and assist parents in preparing their child for higher education such as providing college knowledge, encouraging a college going atmosphere, discussing pathway options and career pathways, continuing college visits, exploring AVID strategies and organizing career days.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>College Atmosphere 01-0000-0-1110-1000-4300-000-G42 4000-4999: Books And Supplies Base \$1800</p> <p>College Tours/Field Trips 01-0000-0-1110-1000-5821-000-G42 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>AVID-Like Coaching/Support</p>

			01-0000-0-1110-1000-5800-000-G42 5800: Professional/Consulting Services And Operating Expenditures Base \$2,400 AVID Programming- Staffing (\$ TBD) 1000-1999: Certificated Personnel Salaries Base \$0
3. Overall Student Health & Wellness:  Through a Multi-Tiered (Universal, Target, Intensive) System of Supports and Services (MTSS), students will have equitable access to a variety of experiences and resources that will positively impact their overall health, wellness and social/emotional resiliency abilities. [More actions related to this topic are listed below as 4-8].	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
4. Wellness: School-based (PPS) Counseling Services:  Maintain counseling services for students in order to meet the social and emotional needs of K-8 students.	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Service & Support Service Providers: social emotional development (MTSS) 01-0000-0-1110-1000-5800-000-G44 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
5. Wellness: Family Life Classes (Rights, Respect and Responsibility Curriculum):  Opportunities for Family Life classes (6) that address social, emotional issues and developmental issues for grades 5-8.	Grades 5-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rights, Respect and Responsibility Classes (Grades 5-8) 01-0000-0-1110-1000-5800-000-G45 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0
6 Wellness: Coordinated Student Services Process:  Implement and revise a systemized, coordinated services process for addressing student concerns (i.e. basic needs, academic, social, emotional and health).	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Services: System of Support Set-Up 01-0000-0-1110-5800--000-G46 5000-5999: Services And Other Operating Expenditures Base \$1575

		_ Other Subgroups: (Specify)	
<p>7. Wellness: Events</p> <p>School wide assemblies, programs and resources which promote emotional resilience, the celebration of diversity, conflict resolution, self-regulation/empowerment, empathy and bullying prevention. (Programs may include but are not limited to: Restorative Practices, Listening for Change, BEST, Tool Kit, Safe School Ambassadors, Conflict Managers, Mix It Up, No Bully)</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                      _ Other Subgroups:                      (Specify)</p>	<p>Wellness Promotion and Curriculum                      01-0000-0-1110-1000-4310-000-G47                      4000-4999: Books And Supplies Base \$800</p> <hr/> <p>Instructional Resources for Positive School Culture Training                      01-0000-0-1110-1000-4310-000-G47 (\$ TBD)                      4000-4999: Books And Supplies Base \$0</p> <hr/> <p>Assemblies/School-wide Program Service &amp; Support Service Providers: social emotional development (MTSS) 01-0000-0-1110-1000-5800-000-G47 (\$ TBD) 5800:                      Professional/Consulting Services And Operating Expenditures Base \$12,400</p>
<p>8. Wellness: Policy and Resources</p> <p>Active and intentional implementation of the District's board adopted wellness policy and continued outreach to provide nutritional resources and information for families.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                      _ Other Subgroups:                      (Specify)</p>	<p>Additional School Nurse Time- additional needed screenings and referrals                      01-0000-0-1110-1000-5800-000-G48 -\$0 TBD                      5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>90% of all students state that they plan to go to college or some other school after high school (school-based survey or CHKS)</p> <p>90% of all students state that they have goals and plans for the future (school-based survey or CHKS)</p> <p>100% of 8th grade students will have explored educational pathway options (Teacher Report/Student Survey)</p> <p>80% of 6-8 grade students will have gone on at least 1 college trip (Teacher Report/Student Survey)</p> <p>1 annual career fair will be organized. 95% of students in grades 5-8 will participate. (Teacher Report/Student Survey)</p> <p>1 parent event for 8th grade families will be organized to assist parents in preparing their child for college and career. 100% of 8th grade families will be invited. (On School Calendar/Sign In Sheets)</p> <p>100% of staff will be trained on a clear process of student support/ follow-up (PD Day Agenda)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. High School Preparation:</p> <p>Ensure students are well-prepared and versed on the academic and social expectations, course requirements and potential program offerings of their local high school by developing homework agreements for 6th-8th grade, exploring volunteer hour requirement, maintaining a departmentalized middle school model, providing information regarding the HS 9-12 requirements (including A-G requirements).</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Programming/Staffing- Extra Duty 01-0000-0-1110-1000-1130-000-G41 1000-1999: Certificated Personnel Salaries Base \$1,450</p> <p>Resources for Promoting high school awareness 01-0000-0-1110-1000-5800-000-G41 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>2. College and Career Readiness:</p> <p>Provide students with the skills necessary to be college and career ready and assist parents in preparing their child for higher education such as providing college knowledge, encouraging a college going atmosphere, discussing pathway options and career pathways, continuing college visits, exploring AVID strategies and organizing career days.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>College Atmosphere 01-0000-0-1110-1000-4300-000-G42 4000-4999: Books And Supplies Base \$1800</p> <p>College Tours/Field Trips 01-0000-0-1110-1000-5821-000-G42 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>AVID-Like Coaching/Support</p>

			01-0000-0-1110-1000-5800-000-G42 5800: Professional/Consulting Services And Operating Expenditures Base \$2,400 AVID Programming- Staffing (\$ TBD) 1000-1999: Certificated Personnel Salaries Base \$0
3. Overall Student Health & Wellness:  Through a Multi-Tiered (Universal, Target, Intensive) System of Supports and Services (MTSS), students will have equitable access to a variety of experiences and resources that will positively impact their overall health, wellness and social/emotional resiliency abilities. [More actions related to this topic are listed below as 4-8].	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
4. Wellness: School-based (PPS) Counseling Services:  Maintain counseling services for students in order to meet the social and emotional needs of K-8 students.	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Service & Support Service Providers: social emotional development (MTSS) 01-0000-0-1110-1000-5800-000-G44 (\$ TBD) 5800: Professional/Consulting Services And Operating Expenditures Base \$0
5. Wellness: Family Life Classes (Rights, Respect and Responsibility Curriculum):  Opportunities for Family Life classes (6) that address social, emotional issues and developmental issues for grades 5-8.	Grades 5-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rights, Respect and Responsibility Classes (Grades 5-8) 01-0000-0-1110-1000-5800-000-G45 (\$ TBD) 5000-5999: Services And Other Operating Expenditures Base \$0
6 Wellness: Coordinated Student Services Process:  Begin to create a systemized, coordinated services process for addressing student concerns (i.e. basic needs, academic, social, emotional and health).	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Services: System of Support Set-Up 01-0000-0-1110-5800--000-G46 5000-5999: Services And Other Operating Expenditures Base \$1575

		_ Other Subgroups: (Specify)	
<p>7. Wellness: Events</p> <p>School wide assemblies, programs and resources which promote emotional resilience, the celebration of diversity, conflict resolution, self-regulation/empowerment, empathy and bullying prevention. (Programs may include but are not limited to: Restorative Practices, Listening for Change, BEST, Tool Kit, Safe School Ambassadors, Conflict Managers, Mix It Up, No Bully)</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Wellness Promotion and Curriculum                      01-0000-0-1110-1000-4310-000-G47                      4000-4999: Books And Supplies Base \$800</p> <p>Instructional Resources for Positive School Culture Training                      01-0000-0-1110-1000-4310-000-G47 (\$ TBD)                      4000-4999: Books And Supplies Base \$0</p> <p>Assemblies/School-wide Program Service &amp; Support Service Providers: social emotional development (MTSS) 01-0000-0-1110-1000-5800-000-G47 (\$ TBD) 5800:                      Professional/Consulting Services And Operating Expenditures Base \$12,400</p>
<p>8. Wellness: Policy and Resources</p> <p>Active and intentional implementation of the District's board adopted wellness policy and continued outreach to provide nutritional resources and information for families.</p>	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Additional School Nurse Time- additional needed screenings and referrals                      01-0000-0-1110-1000-5800-000-G48 -\$0 TBD                      5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

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



<p>GOAL 5:</p>	<p>Campus Pride &amp; Safety: Provide a safe and secure campus. The classrooms, playground-structures and landscaping will add to the overall pride and excellence in learning.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>97.25% overall facility rating on the FIT report.</p> <p>The most commonly reported facility items to address were 1) Window coverings 2) cabinets 3) cleanliness 4) classroom furniture 5) carpet/flooring, 6) indoor/outdoor lighting (according to school based survey of staff)</p> <p>In 13-14, 72% of our 5th grade students felt safe at school "most of the time" or "all of the time" (on CHKS). 85% of 7th grade students "strongly agreed" or "agreed" that they feel safe at their school.</p> <p>Projected 3% suspension rate for 15-16, compared to 6.4% for 14-15.</p> <p>83% of parents agree that their child is properly supervised.</p> <p>84% of parent agree that "our school grounds and buildings are kept in good order. The school is attractive and safe for my child."</p> <p>90% of classified feel that student behavior is an area of "serious concern" or "of concern". 51% of teachers feel that student behavior is an area of "serious concern" or "of concern".</p> <p>The most commonly reported behavior issues to address were 1) inappropriate language, 2) lack of respect, 3) personal boundaries, and 4) bullying (according to school based survey of staff)</p> <p>The most common item when answering "What can we do as a school community to further improve appropriate student behavior?" from the classified staff was to have "Clear consequences and consistent follow through" (this was also brought up on the teacher survey ,but not the most common)</p>	
<p>Goal Applies to:</p>	<p>Schools: Guerneville Elementary School</p> <p>Applicable Pupil Subgroups:</p>	<p>all</p>

**LCAP Year 1: 2016/2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>California Healthy Kids Survey and annual classroom surveys shows that 90% of students feel safe at school "most of the time" or "all of the time" (for K-5) or "strongly agree" or "agree" for 6-8) (CHKS or classroom survey)</p> <p>A FIT reports overall rating of above 95% (FIT Report)</p> <p>Suspension rate below 4% (Aeries/Dataquest)</p> <p>Expulsion rate below 1% (Aeries/Dataquest)</p> <p>70% of classified staff feel that student behavior is an area of "serious concern" or "of concern". 31% of teachers feel that student behavior is an area of "serious concern" or "of concern". (Classified Staff Survey)</p> <p>90% of parent agree that "our school grounds and buildings are kept in good order. The school is attractive and safe for my child." (Parent Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Student Supervision:</p> <p>Ensure a safe school climate by providing appropriate student supervision. For 2016-2017 we will increase cafeteria and recess staffing.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Increased classified salaries for supervision                      01-0000-0-1110-2200--000-G51                      2000-2999: Classified Personnel Salaries Base \$1850</p>
<p>2. Maintenance of Facilities:</p> <p>Ensure school grounds and buildings are kept in good order, attractive and safe by following the maintenance checklist and by increasing custodial/maintenance staffing beyond the current 2.0 FTE level.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>.50 FTE New Custodian                      01-0000-0-XXXX-XXXX--000-G52                      2000-2999: Classified Personnel Salaries Base 29,799                      2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities improvements. (Fund 21) 6000-6999: Capital Outlay Other                      N/A</p>
<p>3. Facility improvements:</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities</p>

<p>With the support of bond funds, further define and implement a 3-year maintenance and modernization plan regarding facility and environmental learning needs: Window coverings Cabinets, cleanliness, classroom furniture, carpet/flooring, indoor/outdoor lighting, replace play toy structures/surfaces, schoolwide furniture, campus-wide painting, increase access to filtered drinking water system and enhancing security system.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>improvements. (Fund 21) 6000-6999: Capital Outlay Other</p>
<p>4. Student Behavior/School Climate:  Ensure a positive school climate by reviewing vision/mission with all stakeholders, identifying school agreements, developing effective and efficient schoolwide systems.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
<p>5. Clean Campus Campaign:  With the assistance of student leadership, implement a Clean Campus Campaign that decreases campus/community littering and raises environmental awareness.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Equipment for Campus Clean Up 01-0000-0-1110-4390--000-G55 4000-4999: Books And Supplies Base \$500</p>

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	<p>California Healthy Kids Survey and annual classroom surveys shows that 90% of students feel safe at school "most of the time" or "all of the time" (for K-5) or "strongly agree" or "agree" for 6-8) (CHKS or classroom survey)</p> <p>A FIT reports overall rating of above 95% (FIT Report)</p> <p>Suspension rate below 4% (Aeries/Dataquest)</p> <p>Expulsion rate below 1% (Aeries/Dataquest)</p> <p>60% of classified staff feel that student behavior is an area of "serious concern" or "of concern". 25% of teachers feel that student behavior is an area of "serious concern" or "of concern". (Classified Staff Survey)</p> <p>90% of parent agree that "our school grounds and buildings are kept in good order. The school is attractive and safe for my child." (Parent Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Student Supervision:</p> <p>Ensure a safe school climate by providing appropriate student supervision. Maintain cafeteria and recess staffing.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Increased classified salaries for supervision</p> <p>01-0000-0-1110-2200--000-G51</p> <p>2000-2999: Classified Personnel Salaries Base \$1850</p>
<p>2. Maintenance of Facilities:</p> <p>Ensure school grounds and buildings are kept in good order, attractive and safe by following the maintenance checklist and maintain custodial/maintenance staffing</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.50 FTE New Custodian</p> <p>01-0000-0-XXXX-XXXX--000-G52</p> <p>2000-2999: Classified Personnel Salaries Base 29,799</p> <p>2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities improvements. (Fund 21) 6000-6999: Capital Outlay Other N/A</p>
<p>3. Facility improvements:</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities</p>

<p>With the support of bond funds, further define and implement a 3-year maintenance and modernization plan regarding facility and environmental learning needs.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>improvements. (Fund 21) 6000-6999: Capital Outlay Other</p>
<p>4. Student Behavior/School Climate:                   Ensure a positive school climate by reviewing vision/mission with all stakeholders, identifying school agreements, developing effective and efficient schoolwide systems.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost</p>
<p>5. Clean Campus Campaign:                   With the assistance of student leadership, implement a Clean Campus Campaign that decreases campus/community littering and raises environmental awareness.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Equipment for Campus Clean Up 01-0000-0-1110-4390--000-G55 4000-4999: Books And Supplies Base \$500</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>California Healthy Kids Survey and annual classroom surveys shows that 90% of students feel safe at school "most of the time" or "all of the time" (for K-5) or "strongly agree" or "agree" for 6-8) (CHKS or classroom survey)</p> <p>A FIT reports overall rating of above 95% (FIT Report)</p> <p>Suspension rate below 4% (Aeries/Dataquest)</p> <p>Expulsion rate below 1% (Aeries/Dataquest)</p> <p>50% of classified staff feel that student behavior is an area of "serious concern" or "of concern". 15% of teachers feel that student behavior is an area of "serious concern" or "of concern". (Classified Staff Survey)</p> <p>90% of parent agree that "our school grounds and buildings are kept in good order. The school is attractive and safe for my child." (Parent Survey)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Student Supervision:</p> <p>Ensure a safe school climate by providing appropriate student supervision. For 2016-2017 we will increase cafeteria and recess staffing.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Increased classified salaries for supervision</p> <p>01-0000-0-1110-2200--000-G51</p> <p>2000-2999: Classified Personnel Salaries Base \$1850</p>
<p>2. Maintenance of Facilities:</p> <p>Ensure school grounds and buildings are kept in good order, attractive and safe by following the maintenance checklist and by increasing custodial/maintenance staffing beyond the current 2.0 FTE level.</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.50 FTE New Custodian</p> <p>01-0000-0-XXXX-XXXX--000-G52</p> <p>2000-2999: Classified Personnel Salaries Base 29,799</p> <p>2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities improvements. (Fund 21) 6000-6999: Capital Outlay Other N/A</p>
<p>3. Facility improvements:</p>	district wide	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p>	<p>2016-2019- Remainder of Series B &amp; C Bond sales (Measure F) will be used to make needed modernization/capital facilities</p>

<p>With the support of bond funds, further define and implement a 3-year maintenance and modernization plan regarding facility and environmental learning needs.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>improvements. (Fund 21) 6000-6999: Capital Outlay Other</p>
<p>4. Student Behavior/School Climate:                   Ensure a positive school climate by reviewing vision/mission with all stakeholders, identifying school agreements, developing effective and efficient schoolwide systems.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No Cost</p>
<p>5. Clean Campus Campaign:                   With the assistance of student leadership, implement a Clean Campus Campaign that decreases campus/community littering and raises environmental awareness.</p>	<p>district wide</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Equipment for Campus Clean Up 01-0000-0-1110-4390--000-G55 4000-4999: Books And Supplies Base \$500</p>

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

## Annual Update

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

### Guiding Questions:

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



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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Guerneville Elementary School students will achieve proficiency in Common Core State Standards.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
<p>Goal Applies to: Schools: Guerneville Elementary School            Applicable Pupil Subgroups: all</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the school year, 75% of Guerneville Elementary School students will be proficient in grade level standards in Math and 75% in English.</p> <p>30% of students in 3rd grade and 40% in 4th grade will move towards Early Advanced in the CELDT scores. 25% of our EL students will move through next levels of reclassification.</p> <p>Common Core State Standards and ELD standards fully implemented and all teachers at every grade level teaching to the CCSS and ELD standards across the curriculum. Common Core State Standards curriculum, where appropriate and excellent, will be piloted and adopted.</p> <p>We will maintain high middle school promotion rate, continue to work on Summer Intervention Program in cooperation with High School District, and research the possibility of a shared Community Day School with other districts.</p> <p>All students have access to a full range of courses, including enrichment, as well as a full PE program taught by a credentialed PE teacher.</p> <p>We will continue with 0 (zero) teachers in misassignments.</p> <p>The faculty and administration will work towards District approved assessments with consistent schedule of implementation in order to use data to make informed decisions about programs and curriculum.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Currently, we have not received our 2016 SBAC results. However, based on a teacher survey, 63% of students are projected to meet or exceed the mathematics standards for 15-16 (compared to 47% on the 14-15 SBAC). 60% of students are projected (based on teacher survey results) to meet or exceed the ELA standards for 15-16 (compared to 34% on the 14-15 SBAC).</p> <p>Due to the smaller sample size of grade 3 (less than 40 students) and of grade 4 (less than 30 students) and the vagueness of "moving towards Early Advanced" we felt that looking at the total percent of EL students who improved by 1 level was a data point that was more meaningful for the intent of this measurable outcome. 44% of all EL student improved by at least 1 CELDT level in 15-16 (Compared to 38% in 14-15)</p> <p>16% of EL students are projected to be reclassified for the 15-16 school year (compared to 11% in 14-15)</p> <p>100% of teachers are implementing the Common Core State Standards and ELD standards in their classroom. However, there is still work to be done with professional development to ensure quality implementation and full implementation as seen by the following three teacher survey results.</p> <p>**49% of teachers received sufficient professional development to support beyond initial implementation in mathematics (100% of teachers have received sufficient professional development to support initial implementation and beyond initial implementation)</p>

At a minimum we will maintain our METRICS and baselines, however we will work to raise the percentages for all students, including unduplicated students and students with exceptional needs.

We will maintain our student access and technology instruction to the computer lab for all students, including unduplicated students and those students with exceptional needs.

We will maintain our 100% full-access for all students, including unduplicated students and those students with exceptional needs, to standards-aligned curriculum, although we will seek to pilot and research newer curriculum.

\*\*67% of teachers received sufficient professional development to support initial implementation and beyond initial implementation. (33% of teacher feel they have not received sufficient professional development to support initial implementation of CCSS in ELA).

\*\*87% of teachers received sufficient professional development to support initial implementation and beyond initial implementation for ELD. (13% of teacher feel they have not received sufficient professional development to support initial implementation of CCSS in ELD).

100% middle school promotion rate.

The following items were not completed: continue to work on Summer Intervention Program in cooperation with High School District, and research the possibility of a shared Community Day School with other districts.

100% of students, including unduplicated students and those students with exceptional needs, have access to a full range of courses, including enrichment and classroom based PE. Students are not taught by a credentialed PE teacher and this was determined to not be feasible.

0% teacher misassignments.

District approved assessments were not implemented during the 15-16 school year, instead curriculum embedded assessments were used. We plan to develop these district assessments in 16-17 for mathematics and 17-18 for ELA.

100% of students, including unduplicated students and those students with exceptional needs, have access to and technology instruction in the computer lab. An updated computer lab was provided in the 15-16 school year.

100% of students, including unduplicated students and those students with exceptional needs, had access to teacher created standards-aligned curriculum. During the 15-16 school year we adopted Math Expressions as our districtwide curriculum for mathematics. During the 16-17 school year we will adopt the ELA-Common Core aligned curriculum.

	<p>The following metric was vague and will be deleted for future LCAP goals: "At a minimum we will maintain our METRICS and baselines, however we will work to raise the percentages for all students, including unduplicated students and students with exceptional needs."</p>
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**LCAP Year: 2015/2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Provide an IA in every K-5th grade classroom, also the RSP classrooms, and one IA to rove in middle school classrooms.</p>	<p>Six IA's are funded through Title I 01-3010-2100-3xxx \$65,703</p> <p>The additional IA's are funded through the supplemental/concentration funding 0000-2100-3xxx Supplemental and Concentration \$71,519</p>	<p>1. Provide an IA in every K-5th grade classroom, also the RSP classrooms, and one IA to rove in middle school classrooms.</p> <p>There was an IA in every K-5 classroom, 1 in the RSP classroom and 1 that roves in the middle school classrooms.</p> <p>In order to obtain and retain highly qualified staff, instructional aides received an additional 4% in compensation for the 2015-2016 school year.</p>	<p>(6) Instructional Assistants: 01-3010-0-1110-1000-2100-000-T1 2000-2999: Classified Personnel Salaries Title I \$68,327</p> <p>Remaining Additional IA's 01-0000-0-1110-1000-2100-000-0000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$57,728</p> <p>Full Inclusion Aide (IDEA funds) 01-3310-0-5770-1130-2100-000-FULL 2000-2999: Classified Personnel Salaries Federal Funds \$22,528</p> <p>Special Education Aides 01-6500-0-5770-1120-2100-000-RSP 2000-2999: Classified Personnel Salaries Special Education \$27,977</p>
<p>Scope of Service: district wide</p>		<p>Scope of Service: district wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>2. Ensure that students with disabilities are supported in attaining grade level standards.</p>	<p>1.75 RSP Teachers 01-6500-1100,3xxx \$175,777</p>	<p>2. Ensure that students with disabilities are supported in attaining grade level standards.</p> <p>Two RSP teachers (total FTE 1.8) provided support to our students in the following ways: small group, one on one instruction, direct instruction, mainstream support, and use of various supplemental software programs (Lexia).</p>	<p>1.80 RSP Teachers (K-4/5th-8th) 01-6500-0-5770-1120-1100-000-RSP 1000-1999: Certificated Personnel Salaries Special Education \$186,786</p>
<p>Scope of Service: district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Assign highly qualified teachers in classrooms</p>	<p>Eight Teachers in Kindergarten to 5th grade 0000-1100,3xxx 686,902</p> <p>Three Middle School teachers 0000,1400-1100,3xxx Base \$211,506</p> <p>One Middle School teacher, ELA 6500-1100,3xxx Supplemental \$66,102</p>	<p>3. Assign highly qualified teachers in classrooms.</p> <p>100% of our staff was considered highly qualified. We hired a classified staff member who was in charge of human resources and monitoring credentialing requirements.</p> <p>**Eight Teachers in Kindergarten to 5th grade **Four Middle School teachers</p> <p>In order to obtain and retain highly qualified staff, certificated staff received an additional 4% in compensation for the 2015-2016 school year, thus the increase in actual expenses.</p>	<p>(8) Teachers K- 5th Grades 01-0000-0-1110-10000-1100-000-0000 1000-1999: Certificated Personnel Salaries Base \$658,993</p> <p>(3) Middle School teachers (6-8th): 01-0000-0-1110-1000-1100-000-0000 1000-1999: Certificated Personnel Salaries Base \$245,643</p> <p>(1) Middle School teacher, ELA 01-0000-1110-1000-1100-000-0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,695</p>

<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide Technology Support.</p>	<p>Technology Teacher          01-0000-1110,3xxx          Base \$52,954</p> <hr/> <p>Technology Teacher 0000-          1100,3xxx Supplemental \$30,834</p> <hr/> <p>Technology Plan put into place          1100-4340 \$5,250</p>	<p>4. Provide Technology Support.</p> <p>We had a dedicated certificated technology teacher (0.8FTE) who provided computer instruction to our students approximately 2 times per week. This person also served as a resource to teachers and administration.</p> <p>With the use of Bond funds (Fund 21) we doubled the number of student computer devices (chromebooks and macs) during the 15-16 school year. We are now at a 1:3 ratio.</p>	<p>Technology Teacher (.40 FTE)          01-0000-0-1110-1000-1100-000-0000          1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,720</p> <hr/> <p>Technology Teacher (.40 FTE)          01-0000-0-1110-1000-1100-000-0000          1000-1999: Certificated Personnel Salaries Base 56,280</p>
<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>5. Adopt and purchase new CCSS aligned Math curriculum as available. Pilot available ELA CCSS curriculum.</p>	<p>Piloting Math for 2015/2016 as well as adopting in Spring of 2016          Piloting ELA curriculum as it becomes available          No charge until adoption</p>	<p>5. Adopt and purchase new CCSS aligned Math curriculum as available. Pilot available ELA CCSS curriculum.</p> <p>We adopted Math Expressions as our K-5 mathematics curriculum. We adopted CPM for 6-8. We will be piloting ELA curriculum (K-8) throughout the 16-17 school year, with a planned adoption spring 2017.</p>	<p>Math Pilot/Adoption          01-6300-0-1110-1000-4110-000-LOTT          4000-4999: Books And Supplies          Lottery \$9,415</p>
<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Continue After-School Program.</p>	<p>Renew the After-School Grant and continue to provide this program for our students.          01-6010-1110-5100 \$219,985</p>	<p>6. Continue After-School Program.</p> <p>Approximately 115 students were served in our after school program. There was consistent enrollment in the program throughout the year. Data from the after school program survey demonstrated that: 1) 100% of families believe their child is well cared for in the after school program, 2) 98% of students feel safe in the after school program and 3) 96% of students like being able to do their homework in the after school program.</p>	<p>ASES Program:          01-6010-0-1110-1000-5100-000-ASES          5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES)          \$219,985</p> <p>Tutoring/Staff Support for After school          01-3010-0-1110-1000-1130-000-AFTR          1000-1999: Certificated Personnel Salaries Title I \$6,313</p>

Scope of Service   district wide		Scope of Service   district wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Use Staff Meeting days to formalize an assessment plan for our students. Have in place by the end of the school year 2015-2016 See cost above for teachers	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base Grant not affected
7. Continue to effectively use and evaluate District assessment benchmarks.		7. Continue to effectively use and evaluate District assessment benchmarks.  The professional development this year focused on implementing technology, Common Core Mathematics and ELD standards during the 15-16 school year. Assessment development will be prioritized once a foundation in curriculum is established. We plan to develop district level mathematics benchmark assessments in 16-17 and district level ELA benchmarks in 17-18.  As always, embedded curricular assessments are used throughout mathematics and ELA each year.	
Scope of Service   district wide		Scope of Service   district wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>8. For foster youth: Continue to work with SCOE Foster Youth Liaison to support foster youth and families.</p>	<p>Continue the relationship with SCOE. Be on the watch for grants to supplement for foster children No charge</p>	<p>8. For foster youth: Continue to work with SCOE foster youth liaison to support foster youth and families.</p> <p>We continued to work with SCOE Foster youth liaison to provide 1 student with support.</p>	<p>Continue SCOE partnership- no expenditures</p>
<p>Scope of Service: district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. For English learners: EL Instruction with English and Spanish Curriculum with a "push-in" and "pull-out" program.</p>	<p>.8 ELL Teacher 01-0000-1100,3xxx Supplemental \$50,250</p> <p>.8 ELL Teacher Books and Supplies 6300-4310 Supplemental \$500</p>	<p>9. For English learners:</p> <p>This school year all the EL instruction was done as a pull out program. The English Curriculum used was based on Carousel English Language Development. Supplemental material was gathered from many other sources.</p> <p>Spanish Curriculum was used this year with some newcomer students. There are some Spanish math and science textbooks available for student's as needed. One newcomer uses Khan Academy online for math in Spanish.</p>	<p>.8 ELL Teacher 01-0000-1100-1000-1100-000-ELL 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,877</p> <p>.8 ELL Teacher Books and Supplies 01-4203-0-1110-1000-4300-000-T3 4000-4999: Books And Supplies Title III \$1,955</p>



<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Research and investigate the benefits of support for EL families to navigate the school systems.</p>	<p>Parent Liaison Support/15 hours a week 38 weeks/15 hours a week</p> <hr/> <p>No charge until research complete</p>	<p>10. Research and investigate the benefits of support for EL families to navigate the school systems.</p> <p>As part of our research and investigation, we implemented ELAC/DELAC meetings for our EL parents this year. In these meetings they were made aware of LCAP funding, CELDT guidelines and other resources for them and their students through the district and community. Their questions were addressed and recommendations considered.</p> <p>Parent Liaison Support- The KKIS (Keeping Kids In School) grant provided funding for a case worker to contact families regarding attendance.</p>	<p>No charge until research complete</p>
<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>11. Research the cost and need for a credentialed PE teacher as well as prioritize District commitment to budget items that may include Garden Coordinator, Band teacher</p>	<p>Enrichment and PE teachers - no cost until hired</p>	<p>11. Research the cost and need for a credentialed PE teacher as well as prioritize District commitment to budget items that may include Garden Coordinator, Band teacher.</p> <p>Hiring a credentialed PE teacher is not feasible at this time, however, we are creating a classified PE position to assist with teachers (K-8) in meeting the 200 minutes per 10 day requirement for Physical Education program for 16-17.</p> <p>Garden Coordinator funded through SNAP-ed for 15-16 school year.</p> <p>A part-time band teacher was contracted with local high school district for this service (6-8). We contracted music services K-5 from Mr. Music. Students had music weekly.</p>	<p>Active Recess 01-9033-0-1110-1000-2900-000-ACTV 2000-2999: Classified Personnel Salaries Locally Defined \$3,600</p> <p>Active Recess Supplies 01-9033-0-1110-1000-4300-000-ACTV 4000-4999: Books And Supplies Locally Defined \$148</p>
<p>Scope of Service: district-wide</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: district-wide</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on a review of this goal, we plan to 1) begin to develop a Multi-Tiered System of Support (MTSS) framework that addresses the academic needs for all students, 2) revise goals in this section to focus solely on Common Core standards (move actions 8-11 to appropriate goal sections), 3) ensure development of mathematics benchmark assessment for 16-17 and ELA benchmark assessments for 17-18, 4) Continue to pilot ELA curriculum and adopt ELA curriculum in Spring 2016, 5) Continue to support EL students, Foster youth, and students with disabilities, 6) Continue to provide professional development related to our "long term" EL students, and 7) Provide professional development to teachers to implement the</p>		

	newly adopted mathematics curriculum and pilot ELA curriculum. 8) Pursue grant opportunities and community partnerships for a potential Family Liaison ( Applies to Goal 2)
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Guerneville Elementary School students are excited and engaged in their learning.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>	
<p>Goal Applies to: Schools: <u>Guerneville Elementary School</u>          Applicable Pupil Subgroups: <u>all</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>We will maintain this lower rate for suspensions and expulsions.</p> <p>All students, including unduplicated students and students with exceptional needs, have access to a full range of courses including enrichment, as well as a full PE program taught by a dedicated PE credentialed teacher.</p> <p>75% of Guerneville elementary School students will meet 6 out of 6 standards in the Healthy Fitness Zone.</p> <p>The quarterly Williams Reports will show no complaints.</p> <p>At a minimum we will maintain our METRICS and baselines, however we will work to raise the percentages for all students, including unduplicated students and students with exceptional needs.</p> <p>We will improve our truancy rate where before letters are sent we will meet with families and investigate possible reasons for student absences.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Project 15-16 suspension rate is 3% (compared to 6.4% for 2014-2015)</p> <p>100% of students had access to a full range of courses including enrichment. We did not offer a PE program taught by a dedicated PE credentialed teacher as this is not feasible.</p> <p>Based on teacher survey, 70% of 5th grade and 8th grade students are projected to meet 6 out of 6 standards in the Healthy Fitness Zone (compared to 52% in 14-15 and 33% in 13-14)</p> <p>There were 0 Williams complaints.</p> <p>Our projected truancy rate for 15-16 is 7%, compared to 13% in 14-15. Our KKIS grant provided us with one case worker to contact families and investigate the reasons for student absences and assist us in decreasing the truancy rate.</p> <p>The following metric was vague and will be deleted for future LCAP goals: "At a minimum we will maintain our METRICS and baselines, however we will work to raise the percentages for all students, including unduplicated students and students with exceptional needs."</p>

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. We will make providing enrichment opportunities a priority for K-8th students.</p>	<p>Foreign Language, Drama, Assemblies, Garden, Robotics, Music, Band will be supported by grants and parent groups. We will also investigate other courses to offer and seek every funding source possible.</p>	<p>1. We will make providing enrichment opportunities a priority for K-8th students.</p>	<p>Robotics 01-9027-0-1110-1000-4310-000-ROBT</p>
		<p>The following are enrichment opportunities that happened in the classroom (based on a teacher survey): Robotics, performance tasks, drama, art, computers, field trips, hands-on science, chess, current events, health, citizenship, music, garden, STEM, science curriculum, games and puzzles (that reinforce vocabulary), extension activities, artwork contests, Geography Bee, poster contest, partner games, brain teasers, math problem of the month, student choice research, product building, book making, music and movement, perceptual motor, math and garden journals.</p>	<p>4000-4999: Books And Supplies Locally Defined \$305</p>
		<p>Assemblies held included: Music, Literacy and Safety</p>	<p>Music/Band 01-9027-0-1110-1000-5830-000-xxxx 5000-5999: Services And Other Operating Expenditures Locally Defined \$25,492</p>
		<p>We provided a comprehensive garden and nutrition program. K-5 had the opportunity to participate in the garden program a minimum of 2 hours each week, 6-8 students had the option to choose garden as a "rotation/elective".</p>	<p>SNAP-ED 01-9036-0-1110-1000-2920-000-SNAP 2000-2999: Classified Personnel Salaries Locally Defined \$26,009</p>
		<p>We provided music opportunities for students K-5 weekly. 6-8 students had the option to choose choir/band as a "rotation/elective".</p>	<p>Ballet Folklorico Supplies 01-9003-0-1110-1000-4310-000-BAC</p>
		<p>The previous LCAP did not provide specific expenditure amounts, however,</p>	<p>4000-4999: Books And Supplies Locally Defined \$2,329</p>
			<p>Ballet Folklorico Instructor 01-9003-0-1110-1000-5800-000-BAC</p>
			<p>5000-5999: Services And Other Operating Expenditures Locally Defined \$5,677</p>
			<p>Athletics 01-9002-0-1110-1000-43xx-000-ATHL 4000-4999: Books And Supplies Locally Defined \$1,565</p>
			<p>Athletics 01-9002-0-1110-1000-58xx-000-ATHL 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,055</p>

		they have been itemized here and will be in future LCAP's.					
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2. Continue After-School Program	Continue to offer this program for our students. 01-6010-5100 cost included above	2. Continue After-School Program  Approximately 115 students were consistently served in our after school program. There was consistent enrollment in the program throughout the year. Data from the after school program survey demonstrated that: 1) 100% of families believe their child is well cared for in the after school program, 2) 98% of students feel safe in the after school program and 3) 96% of student like being able to do their homework in the after school program.	Continue to offer this program for our students. 01-6010-5100 cost included above				
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<p>3. We will investigate the possibility of a fully-credentialed physical education teacher for K-8th to provide PE/Health classes. We will also research the possibility of more Nurse hours to lead these Health classes.</p>	<p>PE Teacher, fully -credentialed, at step/column 10/45 at 1 F.T.E. No cost until this is put into the budget</p> <p>Additional nurse time funded through Special Ed Consortium - write grant</p>	<p>3. We will investigate the possibility of a fully-credentialed physical education teacher for K-8th to provide PE/Health classes. We will also research the possibility of more Nurse hours to lead these Health classes.</p> <p>Hiring a credentialed PE teacher was not feasible at this time, however, we are working to create a classified PE position to assist with teachers (K-8) in meeting the 200 minutes per 10 day requirement for Physical Education program for 16-17.</p> <p>Additional nurse hours were also not feasible at this time.</p>	<p>1.0 FTE PE - No cost in 2015-2016</p> <p>Additional nurse time funded through Special Ed Consortium /MAA-No Fiscal impact to LCFF Base</p>
<p>Scope of Service: district wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: district wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Reduce absenteeism/truancy by assigning this duty to School Secretary for more consistent and timely notices.</p>	<p>Rewards offered to students 1100-4310 \$500</p> <p>Once-a-month assemblies for recognition and rewards 1100-4310 \$500</p> <p>Other costs supported by parent groups, donations and grants. Will be budgeted when received</p> <p>Applied for and awarded the "Keeping Kids in School" (KISS)</p>	<p>4. Reduce absenteeism/truancy by assigning this duty to School Secretary for more consistent and timely notices.</p> <p>The KKIS (Keeping Kids in School) grant provided our site with a case worker that was able to connect with the families regarding attendance issues. We were able to decrease our truancy rate by 50%!</p>	<p>Aeries Update Edulink School Messenger 01-1100-0-0000-2700-5800-000-ADMN 5000-5999: Services And Other Operating Expenditures Title I \$7,290</p> <p>School Secretary 01-0000-0-0000-2700-2400-000-ADMN 2000-2999: Classified Personnel</p>

	<p>Grant. A case-worker will be assigned to families to help with students attending school. No cost and is a three-year grant.</p>	<p>School secretary is also making school attendance a priority. EduLink, our new robocall system, will also help keep in touch with parents regarding absences.</p> <p>KISS Grant- Applied for and awarded the "Keeping Kids in School" Grant. A case-worker was assigned to families to help with students attending school. No cost and is a three-year grant.</p> <p>The previous budgeted amount for this LCAP action did not reflect the School Secretary cost. In addition, Updated Aeries, Edulink and School Messenger were all tools needed to effectively accomplish this action and other actions listed in the LCAP.</p>	<p>Salaries \$7,000</p> <p>No Cost to Base Grant, donations received were locally defined.</p> <p>No Fiscal impact to LCFF Base</p>
<p>Scope of Service district wide</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service district wide</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Communication with parents will improve to those families where students are being suspended. Will notify parents that behavior is close to</p>	<p>Phone calls and follow-up to signed home notices. No cost</p>	<p>5. Communication with parents will improve to those families where students are being suspended. Will notify parents that behavior is close to</p>	<p>No Fiscal impact to LCFF Base</p>



<p>suspension. Will put more interventions in place i.e. lunch detention, in-school suspension, to help reduce out-of-school suspension.</p>		<p>suspension. Will put more interventions in place i.e. lunch detention, in-school suspension, to help reduce out-of-school suspension.</p> <p>A formalized process for suspension was developed and communication regarding suspensions is now transparent with 1) letters sent home, 2) follow up phone calls, and 3) meetings with administration. There has been a projected 3.4% decrease in suspension rate.</p>	
<p>Scope of Service: district-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: district-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the progress made on this goal we plan to: 1) add additional actions to help support student engagement in school for our 16-17 actions (assemblies, garden, and music), 2) working to create a classified PE position to assist with teachers (K-8) in meeting the 200 minutes per 10 day, 3) changing our after school program provider to Boys and Girls Club, 4) utilize Edulink for parent communication regarding absenteeism, and 5) continue with our work with the KKIS grant to help decrease truancy.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Provide more effective parent communication so that parents are active and engaged in their students' education.	Related State and/or Local Priorities: 1 _ 2 3 <u>X</u> 4 5 6 7 8  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: <u>Guerneville Elementary School</u> Applicable Pupil Subgroups: <u>all</u>
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Expected Annual Measurable Outcomes:	Family communication needs to be frequent, consistent, meaningful, and accessible. We will encourage parent participation, including the parents of unduplicated students and students with exceptional needs, by providing multiple avenues of receiving information. METRIC: We expect 75% of parent surveys returned.	Actual Annual Measurable Outcomes:	There are now 8 avenues that parents can receive information from (email, phone call, flyers, website, billboard, school message, parent portal-for MS..)  52% of parents returned surveys  70% of families attending open house  Average of 30% of families in attendance at other events.  There were a total of 24 parent communication during the 15-16 school year.
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**LCAP Year: 2015/2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase parent communication. Discover the multiple ways to communicate with parents and effectively use a variety of methods to communicate school information.	The website will be updated and maintained at all times 01-1100-4340  \$250  Add email line on emergency forms as well as new student intake forms. Maintain active email addresses 0000-5800 \$300  Display cases at more locations -	1. Increase parent communication. Discover the multiple ways to communicate with parents and effectively use a variety of methods to communicate school information.    We have expanded the ways in which we communicate with families in the following ways: 1) updated website, 2) added email line on emergency forms	Website Maintenance 01-0000--5800  0000: Unrestricted Base \$565  Emergency Cards: No fiscal impact to Base Grant  Display cases at more locations - 01-0000-0-0000-5200-4390-B03-0000 4000-4999: Books And Supplies Base

	<p>specifically the gym, library, and Primary Quad. Use these cases to post the fliers that go home. 0000-4370 \$1500</p> <p>Investigate the need and use of robo calls installed and activated on our phone system. No charge until done</p> <p>Resurrect Parent and Volunteer Handbook 01-1100-4310 \$250</p> <p>Host a "Welcome Back BBQ" at the beginning of the year and have the teachers in their rooms to meet and greet their new students 5310-4710  \$500</p> <p>Support SRJC in technology classes for all parents No charge</p>	<p>and new student intake forms, 3) increased display cases, 4) purchased School Messenger, but this system did not work out so we obtained EduLink (a system is compatible with Aeries), 5) Hosted a Welcome Back BBQ, LCAP Fair, Open House and Back to School night, 6) updated and disseminated parent and volunteer handbook, 7) we worked with SRJC to provide EL classes twice a week for a year.</p> <p>In order to better communicate with families we began upgrading our Aeries system to be web-based (online grading, communication).</p> <p>Based on feedback and surveys working with SRJC regarding technology classes for all parents is not a pressing need. However, for 16-17 we know that parents will need to be provided with training on the Aeries Parent Portal.</p>	<p>\$1,422</p> <p>Robo Call- Edulink/School Messenger 01-0000--5800 5800: Professional/Consulting Services And Operating Expenditures Base \$1,350</p> <p>Resurrect Parent and Volunteer Handbook 01-1100-0-2700-4350-000-ADMN 4000-4999: Books And Supplies Lottery \$250</p> <p>"Welcome Back BBQ" 5310-4710</p> <p>0000: Unrestricted Locally Defined \$500</p>
<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Parents are engaged and involved in multiple areas of their student's education.</p>	<p>Site Council annually authors the school survey Support SRJC with Adult English Classes</p>	<p>2. Parents are engaged and involved in multiple areas of their student's education.</p>	<p>No fiscal impact No direct fiscal impact to Base Grant 0000: Unrestricted Other \$800 Resurrect Parent and Volunteer</p>

	<p>Resurrect Parent and Volunteer Handbook 01-1100-4310 see costs above</p> <p>Host Parent Information Nights three times a year. budget costs when known</p> <p>Host Parent/Family Theme nights i.e. Science/Math/Game Nights - budget when costs are known</p>	<p>Parents took the following surveys: 1) Site Council Survey, 2) LCAP Fair Survey, and 3) ASES After School Program Survey.</p> <p>We also accomplished the following: 1) Parents took English classes run by the SRJC, 2) finalized and disseminated the parent and volunteer handbook, 3) hosted an LCAP Fair for families.</p> <p>For 16-17 we plan to 1) host additional parent information nights, 2) host family themed nights (science/math/game nights), and 3) continue to have the annual LCAP Fair.</p>	<p>Handbook 01-1100-4310 4000-4999: Books And Supplies Lottery \$150</p> <p>Family Information Night: No direct fiscal impact to Base Grant</p> <p>LCAP Fair</p> <p>4000-4999: Books And Supplies Locally Defined \$278</p>
<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide English classes for EL families</p>	<p>Support SRJC in Adult English Classes No charge</p>	<p>3. Provide English classes for EL families</p> <p>Our EL families were invited to and came to the SRJC Adult English Classes held on our campus.</p>	<p>Support SRJC in Adult English Classes No direct fiscal impact to Base Grant</p>
<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service   district wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the progress of this goal, we plan to continue to make communication to parents a priority by: 1) rolling out the Aeries Parent Portal for grades 6-8, 2) Utilizing our new Edulink system to communicate with families, 3) Continue to host family events, 4) Continue to provide English Classes to EL families, and 5) for 16-17 provide parents training on the Aeries Parent Portal.		

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

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

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Guerneville Elementary School students are prepared for the academic, social and emotional challenges of high school.</p>	<p>Related State and/or Local Priorities:          1 2 <input checked="" type="checkbox"/> 3 4 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 10          Local : Specify</p>
<p>Goal Applies to: Schools: <u>Guerneville Elementary School</u>          Applicable Pupil Subgroups: <u>all</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain high graduation rate</p> <p>Common Core Standards and ELD standards are implemented across the curriculum.</p> <p>Homework requirements for middle school students, especially 8th graders, need to be coordinated and challenging to help transition to the workload in high school.</p> <p>Investigate possible service requirement for promotion to High School.</p> <p>At a minimum we will maintain our METRICS and baselines, however where ever and whenever possible, we will work to raise the percentages for all students, including unduplicated students and students with exceptional needs.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>100% of our middle school students are projected to graduate.</p> <p>49% of teachers received sufficient professional development to support beyond initial implementation in mathematics (100% of teachers have received sufficient professional development to support initial implementation and beyond initial implementation)</p> <p>67% of teachers received sufficient professional development to support initial implementation and beyond initial implementation for ELA. (33% of teacher feel the have not received sufficient professional development to support initial implementation of CCSS in ELA).</p> <p>87% of teachers received sufficient professional development to support initial implementation and beyond initial implementation for ELD. (13% of teacher feel the have not received sufficient professional development to support initial implementation of CCSS in ELD).</p> <p>The following is more of an action that was misplaced in the measurable outcome section. It has been placed in the 16/17 actions. "Homework requirements for middle school students, especially 8th graders, need to be coordinated and challenging to help transition to the workload in high school. "</p> <p>Investigate possible service requirement for promotion to High School.</p>

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide enrichment opportunities	<p>Be proactive in grant support, parent funding, and supplies purchased for teachers to orchestrate a rich program of activities. Will budget when money received</p>	<p>1. Provide enrichment opportunities</p> <p>The following are current enrichment opportunities happening in the classroom (based on a teacher survey): Robotics, performance tasks, drama, art, computers, field trips, hands-on science, chess, current events, health, citizenship, music, garden, STEM, science curriculum, games and puzzles (that reinforce vocabulary), extension activities, artwork contests, Geography Bee, poster contest, partner games, brain teasers, math problem of the month, student choice research, product building, book making, music and movement, perceptual motor, math and garden journals.</p> <p>Assemblies held included: Music, Literacy and Safety</p> <p>We provided a comprehensive garden and nutrition program. K-5 has the opportunity to participate in the garden program a minimum of 2 hours each week, 6-8 students had the option to choose garden as a "rotation/elective".</p> <p>We provided music opportunities for students K-5 weekly. 6-8 students had the option to choose choir/band as a "rotation/elective".</p>	No Fiscal Impact to Base Grant
Scope of Service	district wide	Scope of Service	district wide

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>2. Maintain a departmentalized middle school providing access to core subjects for all: math, science, PE, ELA, and social science.</p>	<p>Three middle School teachers, as listed in Goal #1</p> <hr/> <p>Middle School English teacher, as listed in Goal #1</p>	<p>2. Maintain a departmentalized middle school providing access to core subjects for all: math, science, PE, ELA, and social science.</p> <p>Our middle school program continued to be departmentalized.</p>	<p>Three middle School teachers, as listed in Goal #1</p> <hr/> <p>Middle School English teacher, as listed in Goal #1</p>
<p>Scope of Service   district wide</p>		<p>Scope of Service   district wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>3. Provide opportunities for Family Life classes that address social, emotional issues for the middle schooler</p>	<p>Increase Nurse hours to support teaching Family Life to 5th-8th Will use generated MAA funds as well as MAA grants from Special Education Consortium. Will budget when money received</p>	<p>3. Provide opportunities for Family Life classes that address social, emotional issues for the middle school.</p> <p>The school nurse provided 2 days of family life classes that addressed the social/emotional issues for our middle school students. We are looking to increase an additional 3-7 school nurse days for 2016-2017.</p>	<p>Increase Nurse hours to support teaching Family Life to 5th-8th Will use generated MAA funds as well as MAA grants from Special Education Consortium. Will budget when money received</p> <p>5000-5999: Services And Other Operating Expenditures Other \$13,525</p>



Scope of Service district wide		Scope of Service district wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the progress of this goal we plan to 1) begin to develop a Multi-Tiered System of Support (MTSS) framework that addresses the social/emotional needs for all students, 2) add additional items to help support students towards their high school and beyond goals (such as developing a student concern process, providing additional counseling services, discussing the career pathway options, career fair, college visits at the middle school level, and explore implementing AVID strategies) and 3) We are looking to increase an additional 3-7 school nurse days for 2016-2017.		

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

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

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Provide a safe and secure campus. The classrooms, playgrounds-structures and landscaping will add to the overall pride and excellence in learning.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>	
<p>Goal Applies to: Schools: <u>Guerneville Elementary School</u>          Applicable Pupil Subgroups: <u>all</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>California Healthy Kids Survey and annual classroom surveys shows that 95% of students feel safe at school.</p> <p>We will maintain high standards in our Williams Report showing no complaints.</p> <p>We will have no teacher misassignments.</p> <p>The FIT reports will show all areas exemplary</p> <p>Our attendance rate will increase to 96%.</p> <p>We will continue this lower rate for suspensions/expulsions.</p> <p>We will maintain this lower rate of one or no third truancy letters to families.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>94% of students feel safe at school all or most of the time.</p> <p>0 Williams complaints.</p> <p>0% teacher misassignments.</p> <p>97% score on the FIT report. Overall "Good" in all areas (exemplary not an option on this FIT report)</p> <p>Projected attendance rate for 15-16 school year is 95% (final attendance rate will be pulled from our Adequate Yearly Progress (AYP) Report in September 2016), compared to 96% for the 14-15 school year.</p> <p>Projected suspension rate for 15-16 school year is 3%, (final suspension rate will be pulled from Dataquest in September 2016), compared to 6.4% for 14-15 school year.</p> <p>0% expulsion rate for 15-16 school year, compared to 0.3% for 14-15 school year.</p> <p>We maintained a lower rate of one or no third truancy letters to families.</p>

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain water fountains	Maintain water fountains in good working order 8150-5630  \$1500	1. Maintain water fountains  We developed a system of routine maintenance to assure that on-going, continued maintenance of water fountains occurs.	Maintain water fountains 01-8150-0-0000-8110-5630-000-RRM  5000-5999: Services And Other Operating Expenditures \$300
Scope of Service	district wide	Scope of Service	district wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Maintain all bathrooms and create a maintenance check-list for multiple cleanings throughout the day.	Full-time custodian 0000-2200,3xxx \$52,326  Full-time Maintenance person 0000.8150-2200,3xxx  \$72,967	2. Maintain all bathrooms and create a maintenance check-list for multiple cleanings throughout the day.  Our full time custodian and maintenance person does an amazing job of maintaining our facilities and the bathrooms. We developed a custodian checklist that ensures cleaning is completed at appropriate intervals.	Full-time custodian 01-0000-0-0000-8200-2200-000-OPER 2000-2999: Classified Personnel Salaries Base \$35,519  Full-time Maintenance person 01-8150-0-0000-5100-2200-000-RRM \$31,229 01-0000-0-0000-8200-2200-000-OPER \$16.800 2000-2999: Classified Personnel Salaries Base \$48,029  Outside Custodial Services 01-0000-0-0000-8200-5805-000-OPER 5000-5999: Services And Other Operating Expenditures Base \$16,408

<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Meet the social and emotional needs of K- 8th grade students.</p>	<p>Our counselor will be funded through MAA funds generated as well as MAA grant for the Special Education Consortium Will budget when money received</p> <hr/> <p>Anti-bullying curriculum, Assemblies, Mix-it Up Days, and Book Buddies will be funded through grants, donations, and parent support Will budget when money received</p> <hr/> <p>Assemblies -Will budget when money received</p> <hr/> <p>Mix-it-Up Days -Will budget when money received</p> <hr/> <p>More Nurse Time - as mentioned in a previous action/service</p> <hr/> <p>Book Buddies - Will budget when money received</p>	<p>3. Meet the social and emotional needs of K- 8th grade students.</p> <p>We provided the following programming to meet the social and emotional needs of our students: Anti-bullying curriculum, Assemblies, Mix-it Up Days, and Book Buddies will be funded through grants, donations, and parent support.</p> <p>Counselor provided 1:1 counseling services for an average of 10 hours per week. Additional hours were contracted using supplemental/concentration funds.</p>	<p>Counselor 01-0000-0-0000-3110-5830-000-COUN 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,250</p> <hr/> <p>Assemblies: no fiscal impact to Base Grant</p>
<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service   district wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Continue the breakfast and lunch program.	13-5310,2xxx, 3xxx, 4710 \$112,816	4. Continue the breakfast and lunch program.  We had a great breakfast and lunch program. All food is made on site and in line with the federal requirements.	Cafeteria (Fund 13) 13-5310-0-000-3700-4xxx-000-0000 4000-4999: Books And Supplies Other \$71,501
Scope of Service: district wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: district wide  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the progress of this goal we have determined that we plan to re-write most actions from this section to better focus on Campus Pride/Student Safety. For example, we plan to focus on actions related to 1) facility maintenance, 2) facility improvements, 3) improved student behavior, and 4) supervision. We plan to move breakfast/lunch program to student engagement goal and social/emotional needs to High School and Beyond goal.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$304,407</u>
Total Supplemental and Concentration Budgeted: \$329,308	
<p>Goal 1.1: Professional Development: \$46,047 Supp/Con                  (\$4,161 Sub Days, \$21,916 450 hours for Cert Supplemental for PD/Collaboration, \$2,000 Travel and Conference, \$500 18+ hours of Classified Suppl PD, \$3,000 Training Materials, \$14,470: 3 additional Professional Development Days)</p> <p>The service of providing Professional Development is the most effective use of the funds to improve teacher quality because quality professional development increases teachers understanding of curriculum and students needs and facilitates a collaborative team environment dedicated to student success. This service meets the district’s goals for our English Language Learner unduplicated pupils in priority areas 1, 2, 4, 6,8. Providing professional development serves each of our unduplicated pupils (EL Students, Socioeconomically Disadvantaged, Special Education) by ensuring all teachers are trained in all components of their new Math curriculum, especially components of the curriculum appropriate for English Language Learners, socio economically disadvantaged students and below grade level students; trained in CCSS ELA and ELD standards to support English Learners and below grade level students; trained in current research-based strategies (Universal Lesson Design (ULD), Thinking Maps, Blended Learning/Flipped Classroom, STEAM) to ensure all students, especially our unduplicated pupils, are provided with the support needed to master ELA, Math and ELD standards; and teacher chosen research based professional development opportunities to support each teachers professional goals to support struggling students in their classroom. In order to effectively communicate with students, families and administrators regarding the progress of students learning training in grades 6-8 on Aeries will also need to be provided.</p> <p>Research to support action:</p> <p>Frechtling, J. A., Sharp, L., Carey, N., &amp; Baden-Kierman, N. (1995). Teacher enhancement programs: A perspective on the last four decades. Washington, DC: National Science Foundation.</p> <p>Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. Educational Leadership, 59(6), 45–51.</p> <p>Penuel, W. R., Fishman, B. J., Yamaguchi, R., &amp; Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. American Educational Research Journal, 44, 921–958.</p>	

#### Goal 1.4: Instructional Assistants \$111,767

The service of providing Instructional Assistants is the most effective use of the funds to improve support students because these instructional assistants can work with students who are need of the most help, while the teacher can provide assistant to all other students. These positions meet the district's goals for our unduplicated pupils in priority areas 1, 2, 4, 6,8. Instructional Assistants support provide one-on-one assistance to our English Learners, socioeconomically disadvantage pupils and below grade level students. The district has been providing Instructional Assistants for a long time and it is a priority for the district to serve our specific population of students.

Research to support action:

Balshaw, M. (2013). Teaching assistants: Practical strategies for effective classroom support. David Fulton Publishers.

Webster, R., Blatchford, P., & Russell, A. (2013). Challenging and changing how schools use teaching assistants: findings from the Effective Deployment of Teaching Assistants project. *School Leadership & Management*, 33(1), 78-96.

#### Goal 1.5: EL Teacher \$56,135 Supp/Con (0.8 FTE ELL Teacher)

The service of providing an EL Teacher is the most effective use of the funds to support our English Language Learners because this position supports and facilitates English language development for English Language Learners. This position meets the district's goals for our English Language Learner unduplicated pupils in priority areas 1, 2, 4, 6,8. The EL teacher supports English Language Development by working in individual and in group settings with students, working with families, facilitating the CELDT testing process which provides essential data on students' progress towards mastering the English Language, and facilitating the redesignation (RFEP) process. In addition, this person analyzes data related to our English Language Learners to determine any additional supports they may need.

Research to support action:

Connell, C. (2004, Winter). English language learners: Boosting academic achievement. *Research Points*, 2(1). Washington, DC: AERA.

Echevarria, J. (2012). Effective practices for increasing the achievement of English learners. Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners.

#### Goal 1.8 Technology \$60,754: (1.0 FTE Time Lab Assistant \$60,754 and Staff Training)

The service of providing technology support through a lab assistant, staff training and classroom support is the most effective use of the funds to improve digital literacy of our unduplicated students because a person with expertise in the area of technology is most effective in supporting students and staff. This position meets the district's goals for our unduplicated pupils in priority areas 1, 2, 4, 6,8. Technology instruction from a Computer Lab Assistant serves our unduplicated pupils by providing them with essential 21st century skills needed to be successful in school and in life.

Research to support action:

Cheung, A. C., & Slavin, R. E. (2013). The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A meta-analysis. *Educational Research Review*, 9, 88-113.

Whitehead, B. M., Jensen, D. F., & Boschee, F. (2013). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders*. Corwin Press.

#### Goal 1.10 Library Assistant \$11,768

The service of providing additional hours for the library is the most effective use of the funds to support reading achievement for our unduplicated students because this position assists students in identifying reading materials at their level and that are of interest to them. This position meets the district's goals for our unduplicated pupils in priority areas 1, 2, 4, 6,8. The librarian is essential in helping students become excited about reading and providing them with key knowledge to assist with information research.

Research to support action:

Lance, K. C. (1992). *The Impact of School Library Media Centers on Academic Achievement*.

#### Goal 2.3 Physical Education Assistant Position

The service of providing a Physical Education (PE) Assistant for each teacher's PE time is the most effective use of the funds to support wellness education and physical activity for our unduplicated students because this position will provide expertise and ideas on providing an enhanced and exceptional physical education for all students. The PE Assistant position is essential in ensuring students are establishing healthy routines and engaged in physical education 200 minutes every 10 days. In addition, the service will provide consistent, designated teacher release time for professional development, collaboration and curriculum planning. This position meets the district's goals for our unduplicated pupils in priority areas 4,5,7,8.

Research to support action:

Sallis, J. , McKenzie, T.L., Kolody, B. , Lewis, M., Marshall, S., Rosengard, P. (1999). Effects of health-related physical education on academic achievement: project SPARK. *Research Quarterly for Exercise and Sport*. 70 (2).

Centers for Disease Control and Prevention. (1997). Guidelines for school and community programs to promote lifelong physical activity among young people. *The Journal of School Health*, 67(6), 202.



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.

15.0	%
3	

The District receives additional (supplemental/concentration) funding to provide increased or improved services for low income students, English learners, and foster youth, above the base amount received for all students. For the 2016/17 year, it is estimated that the District will receive \$304,407 in supplemental/concentration funds; however, due to the many programs being provided, the District will spend approximately \$321,806. The supplemental funds are being spent on increased and/or improved services as stated in Section 3.A.

The percent by which services for unduplicated pupils must be increased or improved, as compared other services provided by all pupils, is 15.03%. We are using the full amount of our supplemental/concentration grant, , for our unduplicated students . This amount, divided by our base grant, \$2,024,823 is 0.1503375851. We have increased and improved our services for unduplicated students by at least 15.03%.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Funding Sources	1,660,706.00	2,000,539.00	1,669,466.00	1,703,138.00	1,703,138.00	5,075,742.00
	1,177,041.00	7,300.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	0.00	219,985.00	219,985.00	219,985.00	219,985.00	659,955.00
Base	264,460.00	1,064,209.00	921,569.00	949,844.00	949,844.00	2,821,257.00
Federal Funds	0.00	22,528.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	70,958.00	117,654.00	117,654.00	117,654.00	352,962.00
Lottery	0.00	9,815.00	54,100.00	49,597.00	49,597.00	153,294.00
Other	0.00	85,826.00	26,400.00	29,800.00	29,800.00	86,000.00
Special Education	0.00	214,763.00	0.00	0.00	0.00	0.00
Supplemental	147,686.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	71,519.00	221,270.00	329,308.00	329,308.00	329,308.00	987,924.00
Title I	0.00	81,930.00	0.00	6,500.00	6,500.00	13,000.00
Title III	0.00	1,955.00	450.00	450.00	450.00	1,350.00

Total Expenditures by Object Type						
Object Type	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	1,660,706.00	2,000,539.00	1,669,466.00	1,703,138.00	1,703,138.00	5,075,742.00
	1,660,706.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	1,865.00	23,000.00	23,000.00	23,000.00	69,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	3,900.00	7,300.00	7,300.00	18,500.00
1000-1999: Certificated Personnel Salaries	0.00	1,312,307.00	969,277.00	969,277.00	969,277.00	2,907,831.00
2000-2999: Classified Personnel Salaries	0.00	296,717.00	368,964.00	368,964.00	368,964.00	1,106,892.00
4000-4999: Books And Supplies	0.00	89,318.00	60,365.00	57,662.00	57,662.00	175,689.00
5000-5999: Services And Other Operating Expenditures	0.00	298,982.00	231,560.00	240,735.00	240,735.00	713,030.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	1,350.00	12,400.00	36,200.00	36,200.00	84,800.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	All Funding Sources	1,660,706.0	2,000,539.0	1,669,466.0	1,703,138.0	1,703,138.0	5,075,742.0
		0	0	0	0	0	0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
		1,177,041.00	0.00	0.00	0.00	0.00	0.00
	Base	264,460.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	147,686.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	71,519.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	565.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Locally Defined	0.00	500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	800.00	23,000.00	23,000.00	23,000.00	69,000.00
0001-0999: Unrestricted: Locally Defined	Locally Defined	0.00	0.00	500.00	500.00	500.00	1,500.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	3,400.00	6,800.00	6,800.00	17,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	960,916.00	872,145.00	872,145.00	872,145.00	2,616,435.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	186,786.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	158,292.00	96,682.00	96,682.00	96,682.00	290,046.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	6,313.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	450.00	450.00	450.00	1,350.00
2000-2999: Classified Personnel Salaries		0.00	7,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	83,548.00	31,649.00	31,649.00	31,649.00	94,947.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	22,528.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	29,609.00	109,689.00	109,689.00	109,689.00	329,067.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	27,977.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	57,728.00	227,626.00	227,626.00	227,626.00	682,878.00
2000-2999: Classified Personnel Salaries	Title I	0.00	68,327.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	1,422.00	1,300.00	3,100.00	3,100.00	7,500.00
4000-4999: Books And Supplies	Locally Defined	0.00	4,625.00	1,965.00	1,965.00	1,965.00	5,895.00



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

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

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

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

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

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

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

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

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

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

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

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

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