

Introduction:

LEA: Kashia School District Contact (Name, Title, Email, Phone Number): Mickey Porter, SCOE Deputy Superintendent, 707-524-2786 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>During the April 16, 2015, Board Meeting an announcement was made regarding the stakeholders meeting being held on April 24, 2015, at 4:00. A sign-up sheet was provided during the meeting and one placed on the school's bulletin board. A flyer was sent home and also placed on the school's bulletin board regarding date and time of the meeting.</p> <p>Members of the Board, Site Council, PTO, staff and community members met to review last year's goals and realign future expectations on April 24th. The stakeholders comprised of the staff, Board, PTO, parents and community. Many stakeholders fulfilling more than one subgroup representation.</p> <p>There were no questions presented to the district superintendent, and therefore no response was issued by the superintendent.</p> <p>Student input into the conversation was represented by the teacher, who gathered input from the students.</p> <p>There are no ELL students and therefore no DLAC consulted in the development of the LCAP.</p> <p>There is no union in the district. Employees participated in the Stakeholder meetings.</p> <p>The suggested LCAP goals for 2015-2018 will be brought to the June 10, 2015, Board Meeting for any changes before the approval process.</p> <p>The LCAP hearing date is scheduled for Wednesday, June</p>	<p>Using 2014-2015 LCAP 3 year plan, discussion and recommendations were provided by stakeholders regarding success of goals, remedies, and realignment of future goals.</p> <p>Metrics for student achievement were not analyzed as the Smarter Balance testing documents have not been submitted and do not compare with the previous year's STAR testing.</p> <p>The school did not have formalized assessments for pre and post analysis, The determination of district benchmarks for formative assessment will be included in the 15-18 LCAP.</p> <p>Student input was incorporated into the development of the 15-18 LCAP</p>

10 th , and the approval date for Wednesday, June 17 th .	
<p>Annual Update:</p> <p>On April 24, 2015, the stakeholders (Board, Site Council, PTO, staff and community members) reviewed progress on the goals set in the 2014-15 LCAP. With the implementation of the Smarter Balance testing it might be a few years to see any documentation of formal academic growth.</p>	<p>Annual Update:</p> <p>Due to the lack of state assessments in 2014-15, there is no standardized student performance data to review. Due to the turnover in the teaching staff and administration, there was no work done on establishing local assessments. This task was written as a goal for the 2015-18 LCAP so that there will be student achievement data to review in 2016.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the

state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

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

	<p>Students will demonstrate an increase in proficiency in grade level standards</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identified Need:</p>	<p>Students need to increase proficiency in grade level standards. 1.1 Provide highly qualified teacher. Baseline: There was a mis-assigned teacher for half of the school year in 14-15. 1.2 Provide instructional assistant to assist students in the classroom. Baseline: All students have support through an instructional aide. 1.3 Provide professional development. Baseline: There was no professional development provided in 15-16. 1.4 Provide CCSS aligned materials. Baseline: CCSS aligned ELA materials were purchased in 14-15. 1.5 Provide intervention services for students performing below grade level. All students performing below grade level were provided individualized services through support of the instructional assistances. 1.6 Provide intervention services for students with disabilities. Baseline: Services required in IEPs were provided. 1.7 Provide consistent, local Leadership. Baseline: Due to fiscal issues, the local board gave the County Superintendent of Schools authority and responsibility to determine and fill the leadership needs of the district.</p> <p>Metrics: CST (12-13): 80 % proficient in ELA and Math District API: N/A Benchmarks: CELDT: N/A Reclassification rate: N/A (All English speakers) A-G: N/A CTE: N/A AP: N/A EAP: N/A Teacher misassignments: 1 (corrected mid-year) Teacher Training in CCSS – not provided Purchased CCSS Math and ELA in 2014-2015</p>	

G o a l A p p l i e s t o :		All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m e s :	<p>Metrics: 10% increase in level of proficiency in local assessment results from Fall 2015 – Spring 2016. (to be developed)</p> <p>Baseline year achievement data to be determined by 2015 SBAC results</p> <p>API: N/A District</p> <p>Benchmarks: CELDT: N/A Reclassification rate: N/A (All English speakers) A-G: N/A CTE: N/A AP: N/A EAP: N/A</p> <p>Teacher misassignments: 0</p> <p>Teacher training in implementation of CCSS in ELA/Math Grades TK-8: Minimum of two days professional development in CA Standards.</p> <p>There are no identified English Learner students in the districts, and therefore there is no need for determining how these services will enable English Learners to access CCSS and ELD standards.</p>
---	---

Actions/Services	S c o p e o	Pupils to be served within identified scope of service	B u d g e t e
------------------	--------------------------------	--	---------------------------------

	f S e r v i c e		d E x p e n d i t u r e s
Provide highly qualified teacher/s	S c h o o l W i d e	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ 137,500.00 FTE + .5 FTERS 000,014 Obj 1100,3xx</p>
Provide local administrator (contracted through Sonoma County Office of Education)	S c h o o	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated</p>	<p>\$ 47,7</p>

	I w i d e	fluent English proficient __Other Subgroups:(Specify) _____ _____	4 5 . 5 F T E R S 0 0 0 0 O b j 1 3 0 0 , 3 x x x
Provide Instructional assistant to provide intervention services for students	S c h o o l w i d e	<p>X ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify) _____ _____</p>	\$ 4 5 . 5 5 5 7 5 % o f 1 . 0 F T E T A R S 0 0 0 0 O b j 2 1 0 0 , 3

			X X X
Provide Professional Development (to be provided by SCOE ESS) on implementation of California Standards (ELA/Math/NGSS) with emphasis on how to implement in multi-age classroom	S c h o o l w i d e	X ALL	\$ 2 , 0 0 0 R s 4 0 3 5 , 5 8 1 0 0 b j 5 2 x x
Determine and implement benchmark assessments in ELA/Math in all grade levels with assistance provided by SCOE ESS.	S c h o o l w i d e	X ALL	\$ 2 , 0 0 0 R s 5 8 1 0 0 b j 1 1 0 0
Provide services for students with Disabilities	S c h o o l w i d e	X ALL	\$ 1 5 , 5 2 0 2 5 % o f

1
.
0
F
T
E
T
A
R
S
6
5
0
0
,
3
3
1
0
O
b
j
2
1
0
0
,
3
x
x
x

LCAP Year 2: 2016-17

E
x
p
e
c
t
e
d

A
n
n
u
a
l
M
e
a
s
u
r
a
b
l
e

Metrics: 10% increase in level of proficiency in local assessment results from fall 2016 – spring 2017.
70% of students to be determined as At Grade Level based upon 2016 SBAC results
Benchmarks: CELDT: N/A Reclassification rate: N/A (All English speakers) A-G: N/A CTE: N/A AP: N/A EAP:
N/A
Teacher misassignments: 0
Teacher training in implementation of CCSS in ELA/Math Grades TK-8: Minimum of two days professional
development in Ca Standards
There are no identified English Learner students in the districts, and therefore there is no need for determining how
these services will enable English Learners to access CCSS and ELD standards.

O
u
t
c
o
m
e
s
:

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Continue to provide highly qualified teacher	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$ 1 3 7 , 5 0 0 1 .0</p> <p>F T E</p> <p>+</p> <p>.5</p> <p>F T E R s</p> <p>0 0 0 0 , 0 0 1 4</p>

			O b j 1 1 0 0 , 3 x x x
Continue to provide local administrator (contracted through Sonoma County Office of Education)	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> <p>_____</p>	\$ 4 7 , 7 4 5 . 5 F T E R S 0 0 0 0 O b j 1 3 0 0 , 3 x x x
Continue to provide Instructional assistant to provide intervention services for students	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> <p>_____</p>	\$ 4 5 , 5 5 5 7 5 % o f 1 . 0 F T E T A

			R s 0 0 0 0 O b j 2 1 0 0 , 3 x x x
Provide Professional Development on implementation of CCSS with emphasis on how to implement in multi-age classroom	S c h o o l w i d e	<p><u>X ALL</u></p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	\$ 2 , 0 0 0 R s 4 0 3 5 & 5 8 1 0 O b j 5 2 x x
Provide intervention services for students with disabilities	S c h o o l w i d e	<p><u>X ALL</u></p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	\$ 1 5 , 5 2 0 2 5 % o f 1 . 0 F T

			E T A R S 6 5 0 0 , 3 3 1 0 O b j 2 1 0 0 , 3 x x x
Purchase NGSS-aligned Science materials	S c h o o l w i d e	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 5 , 0 0 0 R s 5 8 1 0 O b j 4 1 0 0

LCAP Year 3: 2017-18

E x p e c t e d A n n u	<p>Metrics: 10% increase in level of proficiency in local assessment results from fall 2017 – spring 2018. Metrics: 10% increase in level of proficiency in local assessment results from fall 2017 – spring 2018 75% of students to be determined as At Grade Level based upon 2017 SBAC results District</p> <p>API: N/A Benchmarks: CELDT: N/A Reclassification rate: N/A (All English speakers) A-G: N/A CTE: N/A AP: N/A EAP: N/A Teacher misassignments: 0 Teacher training in implementation of CA Standards in ELA/Math/NGSS Grades TK-8: Minimum of two days professional development in CA Standards</p>
--	--

a
l
M
e
a
s
u
r
a
b
l
e

O
u
t
c
o
m
e
s
:

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Continue to provide highly qualified teacher	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____ _____</p>	<p>\$ 1 3 7 , 5 0 0 1 . 0 F T E + . 5</p>

			F T E R s 0 0 0 0 , 0 0 1 4 O b j 1 1 0 0 , 3 x x x
Continue to provide local administrator (contracted through Sonoma County Office of Education)	S c h o o l w i d e	<p style="text-align: center;"><u>X</u> ALL</p> <hr/> <p style="text-align: center;">OR:</p> <p style="text-align: center;"> <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>	\$ 4 7 7 4 5 . 5 F T E R s 0 0 0 0 O b j 1 3 0 0 , 3 x x x
Continue to provide Instructional assistant to provide intervention services for students	S c h o o l w i d	<p style="text-align: center;"><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">OR:</p> <p style="text-align: center;"> <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>	\$ 4 5 5 5 5 7

	e		5 % o f 1 . 0 F T E T A R S 0 0 0 0 o b j 2 1 0 0 , 3 x x x
Provide intervention services for students with disabilities	S c h o o l w i d e	<p><u>X ALL</u></p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p> <p>_____</p>	\$ 1 5 , 5 2 0 2 5 % o f 1 . 0 F T E T A R S 6 5 0 0 , 3

			3 1 0 0 b j 2 1 0 0 , 3 x x x
Continue to provide California Standards aligned materials in ELA/Math/NGSS	S c h o o l w i d e	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____ -	\$ 1 , 0 0 0 R s 0 0 0 0 O b j 4 1 0 0

I d e n t i f i e d N e	Parents will be _____ involved in their students education in order for students to be successful	Related State and/or Local Priorities: 1_ 2_ 3_ <u>x</u> 4 5_ 6_ 7_ 8 COE only: 9_ 10_ Local : Specify _____
	All parents, including parents of English Learners, low income, foster youth and students with disabilities, need to be involved in their students education in order for students to be successful	

ed :			
Goal Appl ies to :		All	
	Applicable Pupil Subgroups:		All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	40% of parents are involved in the school as measured by survey at conclusion of the school year.		
---	---	--	--

Actions/Services	S c o	Pupils to be served within identified scope of service	B u d
------------------	-------------	--	-------------

	p e o f S e r v i c e		g e t e d E x p e n d i t u r e s
<p>Website will be maintained as a site for updated legal and community services, as well as communication to parents.</p>	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>\$ 1,000 Rs 0000 5810 Obj 5830</p>
<p>Parent Council newsletter will be sent to parents to provide updates in order to recruit parent involvement in programs</p>	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>N o c o s t</p>

LCAP Year 2: 2016-17

<p>E x p e c t e d A</p>	<p>50% of parents are involved in the school as measured by survey at conclusion of the school year.</p>
--	--

n
n
u
a
l
M
e
a
s
u
r
a
b
l
e

O
u
t
c
o
m
e
s
:

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Website will be maintained as a site for updated legal and community services, as well as communication to parents	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>\$ 1 , 0 0 0</p> <p>R s 0 0 0 , 5 8</p>

			1 0 b j 5 8 3 0
Parent Council newsletter will be sent to parents to provide updates in order to recruit parent involvement in programs	S c h o o l w i d e	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N o c o s t

LCAP Year 3: 2017-18

E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m e s :	60% of parents are involved in the school as measured by survey at conclusion of the school year.
---	---

Actions/Services	S c o p e	Pupils to be served within identified scope of service	B u d g e t e
------------------	-----------------------	--	---------------------------------

	S e r v i c e		d E x p e n d i t u r e s
<p>Website will be maintained as a site for updated legal and community services, as well as communication with parents.</p>	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____</p>	<p>\$ 1,000 Rs 000 5810 Obj 5830</p>
<p>Parent Council newsletter will be sent to parents to provide updates in order to recruit parent involvement in programs</p>	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____</p>	<p>N o c o s t</p>

	<p>Students will _____ feel safe and secure at school in order to be _____ successful.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6 <u>x</u> 7__ 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____ _____</p>
I d e n	<p>Students need _____ to feel safe and secure at school in order to be _____ successful. Suspensions: 0 Expulsions: 0 Attendance rate is 72% in 2014-15 school year MS and HS drop out rates N/A HS grad rate N/A</p>	

t i f i e d N e e d : 	FIT: All "good" ratings	
G o a l A p p l i e s t o : 	All	
	Applic able Pupil Subgr oups:	All
LCAP Year 1: 2015-16		
E x p e c t e d A n n u a l M e a s u r a b l e O u t	Suspensions: 0 Expulsions: 0 CHKS – To be administered in 15-16; 75 % of students will report feeling safe at school FIT: All "good" Ratings Attendance rate to increase to 85% in 2015-16 school year MS and HS drop out rates N/A HS grad rate N/A	

c
o
m
e
s
:

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Provide counseling services with an MOU with an outside agency.	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$ 6,000 R s 5810 O b j 5830</p>
Provide social emotional programs as part of the curriculum with support from SCOE ESS in choosing and training staff in program.	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$ 4,000 R s 0000 O b j 5</p>

			8 0 0
Maintain current facilities with janitorial services and maintenance repairs and supplies	S c h o o l w i d e	X ALL	\$ 1 5 0 0 0 R s 0 0 0 0 b j 2 2 0 0 . 3 x x x
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

<p align="center">E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m</p>	<p>Suspensions: 0 Expulsions: 0 CHKS: 70% of students will report feeling safe at school Attendance rate to increase to 88% in 2016-17 MS and HS drop out rates N/A HS grad rate N/A FIT: All "good" ratings</p>
---	--

e s :			B u d g e t e d E x p e n d i t u r e s
Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	\$ 6 , 0 0 0 R s
Provide counseling services with an MOU with Indian Health Services.	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	5 8 1 0 O b j
Provide social emotional programs as part of the curriculum with support from SCOE ESS in choosing and training staff in program	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	N / A
Maintain current facilities with janitorial services and maintenance repairs and supplies	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 1 5 , 0 0 0 R s 0 0 0

			0 O b j 2 2 0 0 , 3 x x x
--	--	--	---

LCAP Year 3: 2017-18

<p align="center">E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m e s :</p>	<p>Suspensions: 0 Expulsions: 0 CHKS: 85% of students will report feeling safe at school Attendance rate to increase to 90% in 2017-18 MS and HS drop out rates N/A HS grad rate N/A FIT: All "good" ratings</p>
---	--

<p>Actions/Services</p>	<p>S c o p e o f S e</p>	<p>Pupils to be served within identified scope of service</p>	<p>B u d g e t e d E x p</p>
-------------------------	--	---	--

	r v i c e		e n d i t u r e s
Provide counseling services	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 6 , 0 0 0 R s 5 8 1 0 O b j 5 8 3 0
Provide social emotional programs as part of the curriculum with support from SCOE ESS in choosing and training staff in program	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	N / A
Maintain current facilities with janitorial services and maintenance repairs and supplies	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 1 5 , 0 0 0 R s 0 0 0 0 O b j 2 2 0 0 , 3 x x x

	Students will be engaged in their learning.	Related State and/or Local Priorities: 1_ 2_ 3_ 4 5 x 6_ 7 x 8 COE only: 9__ 10__ Local : Specify _____
--	---	--

I d e n t i f i e d N e e d :	<p>Attendance: 72% Chronic absenteeism: 20%</p> <p>Technology: wireless access available, all students have computers/iPads</p> <p>Course Access: All students have access to art, PE, library. Informal music curriculum offered.</p> <p>PFT: Yes – Because the student body population is so small, year to year growth is not tracked by state agency.</p> <p>MSDO: N/A HSDO: N/A HS Grad: N/A</p>
---	---

G o a l A p p l i e s t o :	All		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;">Applicable Pupil Subgroups:</td> <td style="width: 70%; text-align: center;">All</td> </tr> </table>	Applicable Pupil Subgroups:	All
Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015-16	
E x p e c t e d A n n u a	<p>Attendance: 85% Chronic absenteeism: 10%</p> <p>Technology: Increase of 10% in reported use of integration of technology as reported by Bright Bytes Survey between Fall 2015 administration of survey and Spring 2016 administration of survey</p> <p>Course Access: All students, including EI, LI, FY and SWD, have access to art, PE, library, and Pomo Language instruction as indicated by instructional schedule</p> <p>PFT: Records from PFT will reflect all students participated in the assessment.</p>

Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenses
<p>Reduce absenteeism by providing incentives, support parents to get students to school, and provide engaging curriculum</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$ 1,000</p> <p>Rs 58100</p> <p>Obj 431</p>

			0
Integrate use of technology into instruction for all students as recommended by SCOE technology staff	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 2 5 0 0 R s 5 8 1 0 0 b j 5 8 0 0
Administer the Bright Bytes Survey to students and teacher/s in Fall 2015 and Spring 2016.		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 1 0 0 R s 5 8 1 0 0 b j 5 8 0 0
Access for all students to library, PE and music	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 1 0 0 0 R s 5 8 1 0 0 b j 4 3 1 0

Provide Pomo Language Instruction	S c h o o l w i d e	<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) _____ _____	\$ 4 , 0 0 0 R s 4 5 1 0 O b j 2 9 0 0 , 3 x x x
-----------------------------------	--	--	---

LCAP Year 2: 2016-17

E
x
p
e
c
t
e
d

A
n
n
u
a
l
M
e
a
s
u
r
a
b
l
e

O
u
t
c
o
m
e
s
:

Attendance: 88%
Chronic absenteeism: 8%
Technology: wireless access, all students have computers/iPads as reported by inventory of equipment and enrollment data.

Course Access: All students, including EI, LI, FY and SWD, have access to art, PE, library, and Pomo Language instruction as indicated by instructional schedule

PFT: Records from PFT will reflect all students participated in the assessment.

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Reduce absenteeism by providing incentives, support parents to get students to school, and provide engaging curriculum	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>\$ 1,000</p> <p>Rs 5810</p> <p>Obj 4310</p>
Continue to integrate use of technology into instruction for all students as recommended by SCOE technology staff	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>\$ 2,000</p> <p>Rs 5810</p> <p>Obj 5800</p>
Access for all students to library,	S	<input checked="" type="checkbox"/> ALL	\$

PE and music	c h o o l w i d e	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	1 , 0 0 0 R s 5 8 1 0 0 b j 4 3 1 0
Provide Pomo Language Instruction	S c h o o l w i d e	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	\$ 4 , 0 0 0 R s 4 5 1 0 0 b j 2 9 0 0 , 3 x x x

LCAP Year 3: 2017-18

E x p e c t e d A n n u a l M e	<p>Attendance: 90%</p> <p>Chronic absenteeism: 5%</p> <p>Technology: wireless access, all students have computers/iPads as reported by inventory of equipment and enrollment data.</p> <p>Course Access: All students, including EI, LI, FY and SWD, have access to art, PE, library, and Pomo Language instruction as indicated by instructional schedule</p> <p>PFT: Records from PFT will reflect all students participated in the assessment.</p>
--	---

a
s
u
r
a
b
l
e

O
u
t
c
o
m
e
s
:

Actions/Services	S c o p e o f S e r v i c e	Pupils to be served within identified scope of service	B u d g e t e d E x p e n d i t u r e s
Reduce absenteeism by providing incentives, support parents to get students to school, and provide engaging curriculum	S c h o o l w i d e	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____</p>	<p>\$ 1 , 0 0 0</p> <p>R s</p> <p>5 8 1 0 0 b j</p> <p>4 3 1 0</p>
Continue to integrate use of technology into instruction for all students as recommended by	S c h	<p><u>X</u> ALL</p> <p>OR:</p>	<p>\$ 2 ,</p>

SCOE technology staff	o l w i d e	___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	0 0 0 R s 5 8 1 0 O b j 5 8 0 0
Access for all students to library, PE and music	S c h o o l w i d e	X ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$ 1 , 0 0 0 R s 5 8 1 0 O b j 4 3 1 0

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

O r i g i n a l G O A L f r o m p r i o r y e a r L C A P : G o a l	All students will be proficient in grade level standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____ _____
G o a l	All	

A p p l i e s t o :		All	
	Applicable Pupil Subgroups:		

E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m e s :	<p>All students will increase proficiency in grade level standards CST: 63% proficient in ELA and</p> <p>Math</p> <p>District Benchmarks: Teacher Assessment</p> <p>Teacher misassignments: 0</p> <p>Students will use current materials, adapted for CCSS by classroom teacher</p>	A c t u a l A n n u a l M e a s u r a b l e O u t c o m e s :	<p>There was no state-wide assessment data results in 15-16, so there is no comparable data available.</p> <p>Teacher is properly assigned.</p> <p>There was no consistent benchmark data collected.</p> <p>New curriculum was being implemented by teacher as reported by teacher.</p>
---	---	---	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	B u d g e t e d E		E s t i m a t e d

		X p e n d i t u r e s			A c t u a l A n n u a l E x p e n d i t u r e s
1.1: Provide highly qualified teacher.		C o s t : \$ 5 3 , 4 1 8 F u n d i n g s o u r c e : L C F F	Change in teacher staffing after three months. Cost is variable based on teacher's experience.		\$ 6 3 , 1 6 8
S c o p	District wide		S c o p	District wide	

e o f s e r v i c e :			e o f s e r v i c e :		
<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) _____ _____		
1.2: Provide instructional assistant to assist teachers in classrooms		C o s t : \$ 4 3 , 5 1 3 F u n d i n g s o u r c e : L C F F	Increased Instructional Assistant duties to include TK program		\$ 4 8 , 8 3 5
S c o p e o f s	District wide		S c o p e o f s	District wide	

e r v i c e :			e r v i c e :		
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 Subgroups:(Specify)_____		
1.3: Provide Professional Development		C o s t : \$ 2 8 1 F u n d i n g s o u r c e : T i t l e I I	Not provided due to change in teaching staff.		\$ 0
S c o p e o f s e r v i c e	District wide		S c o p e o f s e r v i c e	District wide	

e :			e :		
<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) _____ _____		
1.4: Provide CCSS aligned materials		C o s t : \$ 2 7 5 F u n d i n g s o u r c e : L C F F	Bought CCSS Mathematics and ELA		\$ 5 , 7 5 0
S c o p e o f s e r v i c e :	District wide		S c o p e o f s e r v i c e :	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			<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) _____ _____		fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
1.5 Provide intervention services for students performing below grade level	C o s t : \$ 1 0 5 0 F u n d i n g s o u r c e : S p e c i f i c d	Instructional Assistants provided individualized assistance to students performing below grade level	\$ 0
S c o p e o f s e r v i c e : 	District wide	S c o p e o f s e r v i c e : 	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) _____ _____	

<p>1.6 Provide intervention services for students with disabilities</p>	<p>F u n d i n g s o u r c e : S p e c i a l E d</p>	<p>Special Education services were provided as per the IEP for identified students</p>	<p>\$ 2 5 , 9 4 3</p>
<p>S c o p e o f s e r v i c e :</p>	<p>District wide</p>	<p>S c o p e o f s e r v i c e :</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><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>Special Education</u> _____</p>	
<p>Provide a native language program</p>	<p>C o s t : \$ 1 0 0 0 0 + \$ 3 3 6</p>	<p>Provided for all students.</p>	<p>\$ 4 , 3 5 5</p>

8
C
o
n
s
u
l
t
a
n
t

F
e
e
s
&

\$
3
5
1

F
/
C
h
g
s

(
R
E
A
P
)

I
n
s
t

m
a
t
e
r
i
a
l
s

C
o
s
t
:
\$
2
0
0

(
R
E
A
P
)

S
c

District
wide

S
c

District wide

o
p
e

o
f

s
e
r
v
i
c
e
:

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated
fluent English proficient Other
Subgroups:(Specify) _____

o
p
e

o
f

s
e
r
v
i
c
e
:

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?

There is no assessment data available. Due to this review of past progress and lack of data to ascertain progress, a goal will be added to the 2015-18 LCAP to develop and administer local assessments in Mathematics and English Language Arts in order to monitor student achievement. Due to the change in staffing for the teacher position, there was not professional development provided on the implementation of California Standards. This will be incorporated into the LCAP Goals for 15-18. Due to the lack of data, it was difficult to ascertain if students who were below grade level received adequate services. The development of local assessments, and use of instructional aide to support students who are below grade level is being written into the goals for the LCAP 2015-18.

O
r
i
g
i
n
a
l

G
O
A
L

f
r
o
m

p
r
i
o

Parents will be provided with appropriate opportunities to be involved in their students education

Related State and/or Local Priorities:

1__2__3^x

4__5__6__

7__8__

COE only: 9__

10__

Local : Specify

r y e a r L C A P :			
G o a l A p p l i e s t o :		All	All
E x p e c t e d A n n u a l M e a s u r a b l e O u t c o m e	50% of parents are involved in the school.	A c t u a l A n n u a l M e a s u r a b l e O u t c o m e	PTO was implemented to recruit more parent participation. Site Council will change to parent council to recruit more parent participation as well. 50% of the parents were involved in the PTO.

o
m
e
s
:

s
:

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

B
u
d
g
e
t
e
d

E
x
p
e
n
d
i
t
u
r
e
s

E
s
t
i
m
a
t
e
d

A
c
t
u
a
l

A
n
n
u
a
l

E
x
p
e
n
d
i
t
u
r
e
s

Website will be maintained.

N
o

c
o
s
t

Updated website quarterly.

N
o

c
o
s
t

S
c
o
p
e

o
f

s

District
wide

S
c
o
p
e

o
f

s

District wide

e r v i c e : 			e r v i c e : 		
<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) _____ _____		
Site Council newsletter will be sent to parents.		N o c o s t	No newsletter was provided by site council. However, a school and teacher newsletter was produced.		N o c o s t .
S c o p e o f s e r v i c e : 	District wide		S c o p e o f s e r v i c e : 	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?	<p>By forming a PTO mid year, parents participated in this program to help determine fundraising and spending options for extracurricular activities was fully represented by parents. This was due in part to the assertive use of phone calls, texting and reminder calls to attend the meeting by the PTO president.</p> <p>Parents were in contact more with the teacher and management for attendance and student related needs.</p> <p>We will continue the same goals and actions for this goal.</p>				

O
r
i
g
i
n
a
l

G
O
A
L

f
r
o
m

p
r
i
o
r

y
e
a
r

L
C
A
P
:

Provide a safe, secure environment for students.

Related State
and/or Local
Priorities:
1 2__ 3__
4__ 5__ 6
7__ 8
COE only: 9__
10__

Local : Specify

G
o
a
l

A
p
p
l
i
e
s

t
o
:

All

Applicable
Pupil
Subgroups:

All

E
x
p
e
c
t
e

Maintain
Suspensions: 0
Expulsions: 0
Maintain
FIT: All "good" ratings

Develop a school climate survey and
set baseline data

A
c
t
u
a
l

Kashia School District has 0
Suspension and 0
Expulsions as they work with students
on their behaviors and outcomes. The
student population is so small that
individualized attention helps to
reduce the need for suspensions and
expulsions.
FIT: rating was "good"

d
Annual
Measurable
Outcomes:

Annual
Measurable
Outcomes:

A school climate survey was not developed due to the overall changes at Kashia.

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

Budgeted
Expenditures

Estimated
Actual
Annual
Expense

			n d i t u r e s
<p>Provide counseling services through MOU with Indian Health Services</p>	<p>C o u n s e l o r C o s t : \$ 6 0 0 0</p>	<p>Kashia School District had a Memorandum of Understanding with the Indian Health Services to provide a social worker to work with the students weekly on any issues they may have. Due to a staffing issue this program's services were terminated within a few weeks.</p>	<p>\$ 0</p>
<p>S c o p e o f s e r v i c e : District wide</p>		<p>S c o p e o f s e r v i c e : District wide</p>	
<p><u> </u> x ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ _____</p>		<p><u> </u> x ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ _____</p>	
<p>Social emotional program</p>	<p>C o s t \$ 1 1 0 0 (</p>	<p>A social emotional curriculum was not implemented. The regular classroom teacher integrated into instruction important elements of a social emotional curriculum as needed.</p>	<p>N / A</p>

		S p e c E d)		
S c o p e o f s e r v i c e :	District wide		S c o p e o f s e r v i c e :	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) _____ _____	
Maintain current facilities	C o s t \$ 3 5 , 5 2 8	Provided the necessary facilities maintenance for the RESIG inspection. Costs include maintenance staffing and contracted services.	\$ 1 5 , 6 5 5	
S c o p e o f s e r v i c e :	District wide		S c o p e o f s e r v i c e :	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) _____ _____	
--	--	--	--

<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>Facilities needs were addressed. Insurance inspection was passed.</p> <p>The Indian Health Social Worker has an issue with the school and did not return after a few weeks. The goal in the LCAP for 2015-18 will include counseling support without a designation as to the provider of the services.</p> <p>By hiring a teacher with a "special education" certification, the school used the behavior modification techniques to help manage and resolve any conflict adding to a safer environment.</p> <p>Adoption of a social/emotional curriculum will be integrated into a goal for 2015-16.</p> <p>Due to fiscal restraints, changes in custodial services will be explored and incorporated into goals for 2015-16.</p>
---	--

O r i g i n a l G O A L f r o m p r i o r y e a r L C A P	<p>Students will be engaged in their learning</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5^x 6__ 7^x 8__ COE only: 9__ 10__</p> <p>Local : Specify</p> <p>_____</p> <p>_____</p>
---	---	--

		All
Goal		
Applies to:	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<p>Maintain or increase Attendance: 80%</p> <p>Reduce Chronic absenteeism: 20%</p> <p>Continue Technology: wireless access available, all students have computers/iPads</p> <p>Course Access: All students have access to art, PE, library. Investigate music options</p> <p>PFT administered and baseline set.</p>	Actual Annual Measurable Outcomes:	<p>Implemented the use of Aeries for attendance accountability. Attendance rate is 72% and chronic absences are at 20%.</p> <p>Increased contact with parents when students were absent, at times provided items such as shoes and alarm clocks, and occasional pick-ups at home for students who were chronic tardies or absentees helped to increase attendance.</p> <p>Family consultation for chronic offenders improved some students' attendance in the short term.</p> <p>The school has updated computers with MSOffice for students installed and internet access. The router has been upgraded to commercial level. All iPads are in working order. New software has been installed on the iPads.</p> <p>All students have access to technology, art, PE, library and music options based on the teaching staff knowledge of curriculum.</p> <p>PFT administered – Because of small student population results and baseline are not maintained by state. Transient student population make individual growth difficult to maintain. Change in staff adds to the instability to tracking.</p>
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	B u d g		E s t i

		e t e d E x p e n d i t u r e s			m a t e d A c t u a l A n n u a l E x p e n d i t u r e s
Provide technology supplies		C o s t : \$ 1 5 0 (R E A P)	Started BrainPop for science, increased applications on iPads, and updated student computers as well as installed Office for Students.		\$ 1 , 5 0 0
S c o p e o f s e r	District wide		S c o p e o f s e r	District wide	

v i c e :			v i c e :		
	x ALL			x ALL	
	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>To help maintain attendance keeping Aeries was installed and is used for statewide reporting.</p> <p>BrainPop, MSOffice for students and updated donated student computers were installed in the classroom. Students' interests, as reported by teacher, grew in curriculum subjects by using these tools. Integrated use of technology, including professional development for staff, will be incorporated into a goal for the 2015-18 LCAP.</p>				

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

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

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

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

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

Total amount of Supplemental and Concentration	\$31,910
--	----------

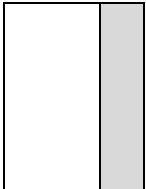
grant funds calculated:

Based on the LCFF minimum proportionality percentage calculation.

Kashia will receive \$31,910 in supplemental funds. With these funds, we will provide a teacher and instructional materials for our Native Language program that serves our low income Native American population. We will provide additional assistance to students through the use of an Instructional Assistant. Counseling services will be provided through an MOU with an outside agency. Our percent of unduplicated students is 100%. Because of the 100% percentage of unduplicated students, it is determined to be the most effective use of the Supplemental and Concentration grant funds to be implemented school-wide in this manner.

- 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.



Our minimum proportionality percentage is 20.98%. Kashia Elementary School provides a native Language program to students and instructional aide; and counseling services in addition to the base program offered to all of its students; The cost of this program, when compared to the cost of the regular instructional program is 21% in increased or improved services for this population, and exceed the 20.98% in increased or improved services for our unduplicated students (100% of student population).

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).