

Introduction:

LEA: IGO-ONO-PLATINA UNION SCHOOL DISTRICT Contact: Rick Fauss, Superintendent (rfauss@rsdnmp.org) 530-225-0011 LCAP Year: 2015/16
Revised: 8/10/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, 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>District Meetings Cabinet Meetings (Weekly) Curriculum & Instruction Mtg. (April & June 2015) Leadership Meetings (March & April 2015) Road Shows (10/06/14)</p> <p>Mid-Year Study Session/LCAP Development (01/23/15)</p> <p>District Advisory Groups DAC (04/30/15)</p> <p>Site Meetings (locally scheduled mtgs.) Staff Meetings, School Site Council, PTA, Booster Club (03/17/15) Students - TBD</p> <p>Consult with Bargaining Unit Members (03/18/15)</p> <p>Surveys: Teacher Survey (12/03/14) Support Staff Survey (12/03/14) Site Parent Survey - (05/01/15) Students - TBD</p> <p>Board public hearing (06/15/15)</p> <p>Submitted for board approval (06/22/15)</p>	<p>All stakeholders were notified of the mid-year study session and given opportunity to participate in the process. Invites went out to teachers, staff, administration, families, and community members through multiple means.</p> <p>Stakeholders reviewed data gathered on LCAP metrics and provided input through site meetings, district level meetings, and online surveys.</p> <p>The LCAP working group evaluated input from all stakeholders and drafted the following 2 Goals:</p> <p>GOAL: In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals, in a clean, safe and functional environment offering ongoing professional development. Implement Common Core State Standards with curriculum, instruction and assessment within a Montessori method.</p> <p>GOAL: Increase student achievement through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communication.</p>
<p>Annual Update:</p> <ul style="list-style-type: none"> • Superintendent’s cabinet tracked and implemented throughout the 2014-15 school year. • A schedule for data collection on the metrics was developed • Data was shared at the Mid-Year Study Session in January with parents, pupils, union members, community, and administration. • The District was unable to meet with students regarding the LCAP development and review. During the 2015-16 school year the District will make every effort to ensure student presence at scheduled LCAP consultation meetings. 	<p>Annual Update:</p> <p>Based on the LCAP Advisory groups (parents, students, union members and all other stakeholders) close review of the 2014-15 LCAP, a decision was made to consolidate the goals and actions from last year’s LCAP into 2 over-arching goals, reflective of the District’s Strategic Action Plan.</p> <p>This decision was made because it was determined that last year’s goals overlapped and some read more like actions, which resulted in a document that lacked clarity and focus for actions and funding.</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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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, school wide, countywide, or charter wide.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL:</p>	<p>In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals, in a clean, safe and functional environment offering ongoing professional development. Implement Common Core State Standards with curriculum, instruction and assessment.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 ___ 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____</p>
<p>Identified Need :</p>	<p>New state standards have identified a need within our instructional staff to learn a wide variety of instructional strategies that fully align with Common Core. Stakeholders have also recognized the need to have materials aligned with new standards. Facilities in need of repair cause distractions to students and staff.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures (SARC) 1. Misassignments–Maintain 0% Pupils will benefit from Common Core aligned materials 2. Text Sufficiency Resolution – Maintain 100% Staff Survey – 5% Increase in Teachers stating they are more prepared (RCBM) Reading Fluency – 1% increase over previous years scores (AR STAR) Reading Comprehension – 1% increase over previous years scores CAASPP – Base to be determined in current year Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD as measured by CAASPP EL Reclassification Rate – Obtain a 5% or better reclassification rate EL Pupils California English Development Test (CELDT) Progress– Obtain at least 69% of students making progress annually towards reclassification Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform <u>monthly</u> site inspections to review site conditions. Monthly Safety Inspections completed – Maintain monthly inspections Williams Report Findings – Maintain 0% findings Parent Survey Positive Responses – 1% increase in positive parent responses Healthy Kids Survey (feel Safe) – Obtain a base percentage for the 2015-16 school year. Staff Survey (Facilities clean, safe, functional) – 50% or better of our staff responded positively that our facilities are clean, safe and functional? Master Schedule All students have access to all courses as evidenced by school schedule Note: A revised staff survey to be completed in 2015-16 As Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2015-16 school year, API is not applicable.</p>	

Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).	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 additional cost incurred.
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (2110,3) \$55,545
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4310,3) \$8,000
Chromebook 1 to 1 initiative. Maintain 4 th & 5 th grades Chromebook initiative primarily to support technology access to Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4510) \$4,000
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	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)_____	Resource: Unrestricted (0709) Object: (5801) \$1,500
Continued evaluation of services and materials needed in order to support English Learners.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4-5) \$500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures
(SARC)

1. Misassignments–Maintain 0%

Pupils will benefit from Common Core aligned materials

2. Text Sufficiency Resolution – Maintain 100%

Staff Survey – 5% Increase in Teachers stating they are more prepared

(RCBM) Reading Fluency – 1% increase over previous years scores

(AR STAR) Reading Comprehension – 1% increase over previous years scores

CAASPP – Base to be determined in current year

Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD as measured by CAASPP

EL Reclassification Rate – Maintain 5% or better reclassification rate

EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.

Monthly Safety Inspections completed – Maintain monthly inspections

Williams Report Findings – Maintain 0% findings

Parent Survey Positive Responses – 1% increase in positive parent responses

Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)

Staff Survey (Facilities clean, safe, functional) – 50% or better of our staff responded positively that our facilities are clean, safe and functional?

Master Schedule All students have access to all courses as evidenced by school schedule

Note: A revised staff survey to be completed in 2015-16

As Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	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 additional cost incurred. Expense built into Site Administrator annual wages.
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Offer ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) \$2,894
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD and NGSS. Use Multiple Measures aligned to CCSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 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) _____	Review process for assessment Alignment. No additional cost – staff development days.
Develop pacing guides aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) \$750
District Administration will perform <u>monthly</u> site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.	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) _____	Resource: Unrestricted (0606) Object: (1,3) \$500 Resource: Unrestricted (0754) Object: (4-5) \$15,500

Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).	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 additional cost incurred.
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (2110,3) \$55,545
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4310,3) \$8,000
Chromebook 1 to 1 initiative. Maintain 4 th & 5 th grades Chromebook initiative primarily to support technology access to Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4510) \$4,000
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	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)_____	Resource: Unrestricted (0709) Object: (5801) \$1,500
Continued evaluation of services and materials needed in order to support English Learners.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4-5) \$500

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures
(SARC)

1. Misassignments–Maintain 0%

Pupils will benefit from Common Core aligned materials

2. Text Sufficiency Resolution – Maintain 100%

Staff Survey – 5% Increase in Teachers stating they are more prepared

(RCBM) Reading Fluency – 1% increase over previous years scores

(AR STAR) Reading Comprehension – 1% increase over previous years scores

CAASPP – Base to be determined in current year

Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD as measured by CAASPP

EL Reclassification Rate – Maintain 5% or better reclassification rate

EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.

Monthly Safety Inspections completed – Maintain monthly inspections

Williams Report Findings – Maintain 0% findings

Parent Survey Positive Responses – 1% increase in positive parent responses

Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)

Staff Survey (Facilities clean, safe, functional) – 50% or better of our staff responded positively that our facilities are clean, safe and functional?

Master Schedule All students have access to all courses as evidenced by school schedule

Note: A revised staff survey to be completed in 2015-16

As Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	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 additional cost incurred. Expense built into Site Administrator annual wages.
Conduct professional development to increase knowledge of CCSS. Ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) \$2,894
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 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) _____	Review process for assessment Alignment. No additional cost – staff development days.
Develop pacing guides aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) \$750
District Administration will perform <u>monthly</u> site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.	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) _____	Resource: Unrestricted (0606) Object: (1,3) \$500 Resource: Unrestricted (0754) Object: (4-5) \$15,500

Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).	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 additional cost incurred.
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (2110,3) \$55,545
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4310,3) \$8,000
Chromebook 1 to 1 initiative. Maintain 4 th & 5 th grades Chromebook initiative primarily to support technology access to Low Income pupils, English Learners and Foster Youth.	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4510) \$4,000
Continued evaluation of services and materials needed in order to support English Learners.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (4-5) \$500
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	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)_____	Resource: Unrestricted (0709) Object: (5801) \$1,500

GOAL:	Increase student achievement through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communication.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Local measures show a low college attending/completion rate which facilitates a need for increased student knowledge of college requirements and career readiness/pathways connected to student learning. In order for college and career readiness to be impactful student engagement strategies need to create a safe, caring and orderly classroom for every child. To be both career and college ready there is a need for increased student ethical use of technology to communicate, collaborate, think critically, and create. Stakeholders have identified a need for improvement in greater parent communication and feedback opportunities.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.</p> <p>College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.</p> <p>Healthy Kids Survey (connected) – Obtain a base score for the 2015-16 school year.</p> <p>Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress</p> <p>School Attendance Rates – 1% increase to 96% in Average Daily Attendance (ADA).</p> <p>Middle School Drop Out Rate – Maintain 0% drop-out rate.</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.</p> <p>Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.</p> <p>Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.</p> <p>Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.</p> <p>Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.</p> <p>Pupils will benefit by 70% of CKH trained teachers implementing strategies.</p> <p>Chronic Absenteeism rate – Maintain at or under 2%</p> <p>Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions</p> <p>Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.</p> <p>Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – 75% of classrooms implementing</p> <p>Percent of Teen leadership courses implemented (Middle School) - Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6th through 8th grade class implementing Teen Leadership course.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	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 additional cost to be incurred
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing 2 Staff Development Days for 3 Teachers.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Develop pacing guides aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Improve parent communication and engagement through the use of School Messenger.	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) _____	Resource: Unrestricted (0163) Object: (58**) \$100
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Increase activity and information on school website.	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) _____	Resource: Unrestricted (0163) Object: (58**) \$1,000

<p>Train teachers</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Ongoing 3 Staff Development Days for 3 Teachers</p>	<p>District-Wide</p>	<p><u> X </u> 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>Resource: Unrestricted (0105)</p> <p>Object: (1110,3) Expense noted in previous goal.</p>
<p>Provide access to tools</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Instructional software</p>	<p>District-Wide</p>	<p><u> X </u> 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>Resource: Unrestricted (0163) & Restricted (5814)</p> <p>Object: (4-5) \$6,000</p>
<p>Develop vertically aligned skill based curriculum. Develop pacing guides aligned with CCSS.</p>	<p>District-Wide</p>	<p><u> X </u> 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>Resource: Unrestricted (0105)</p> <p>Object: (1110,3) Expense noted in previous goal.</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	<p>District-Wide</p>	<p><u> X </u> 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>Resource: Restricted (4035) \$800 per participant</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
Healthy Kids Survey (connected) – 5th grade (2% increase above base) 7th grade (2% increase above base)
Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.

6-8 Pupils will be more engaged in their learning by setting goals and tracking progress
School Attendance Rates – 1% increase to 96% in Average Daily Attendance (ADA).
Middle School Drop Out Rate – Maintain 0% drop-out rate.

Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.
Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.

Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.
Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.
Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.

Pupils will benefit by 70% of CKH trained teachers implementing strategies.
Chronic Absenteeism rate – Maintain at or under 2%
Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – 100% of classrooms implementing
Percent of Teen leadership courses implemented (Middle School) - Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6th through 8th grade class implementing Teen Leadership course.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	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 additional cost to be incurred
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Offering ongoing 3 Staff Development Days for 3 Teachers.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Develop pacing guides aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Improve parent communication and engagement through the use of School Messenger.	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) _____	Resource: Unrestricted (0163) Object: (58**) \$100
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. eChalk Website	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) _____	Resource: Unrestricted (0163) Object: (58**) \$1,000

<p>Train teachers</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Ongoing 3 Staff Development Days for 3 Teachers</p>	<p>District-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>Resource: Unrestricted (0105)</p> <p>Object: (1110,3)</p> <p>Expense noted in previous goal.</p>
<p>Provide access to tools</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Instructional software</p>	<p>District-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>Resource: Unrestricted (0163) & Restricted (5814)</p> <p>Object: (4-5)</p> <p>\$6,000</p>
<p>Develop vertically aligned skill based curriculum. Develop pacing guides aligned with CCSS.</p>	<p>District-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>Resource: Unrestricted (0105)</p> <p>Object: (1110,3)</p> <p>Expense noted in previous goal.</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	<p>District-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>Resource: Restricted (4035)</p> <p>\$800 per participant</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
Healthy Kids Survey (connected) – 5th grade (2% increase above new base) 7th grade (2% increase above new base)
Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.

6-8 Pupils will be more engaged in their learning by setting goals and tracking progress
School Attendance Rates – 1% increase to 96% in Average Daily Attendance (ADA).
Middle School Drop Out Rate – Maintain 0% drop-out rate.

Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.
Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.

Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.
Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.
Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.

Pupils will benefit by 70% of CKH trained teachers implementing strategies.
Chronic Absenteeism rate – Maintain at or under 2%
Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – 100% of classrooms implementing
Percent of Teen leadership courses implemented (Middle School) - Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6th through 8th grade class implementing Teen Leadership course.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	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 additional cost to be incurred
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing 2 Staff Development Days for 3 Teachers.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Develop pacing guides aligned with CCSS.	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) _____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Improve parent communication and engagement through the use of School Messenger.	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) _____	Resource: Unrestricted (0163) Object: (58**) \$100
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. eChalk Website	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) _____	Resource: Unrestricted (0163) Object: (58**) \$1,000

<p>Train teachers</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Ongoing 3 Staff Development Days for 3 Teachers</p>	District-Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><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>Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal.</p>
<p>Provide access to tools</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Instructional software</p>	District-Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><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>Resource: Unrestricted (0163) & Restricted (5814) Object: (4-5) \$6,000</p>
<p>Develop vertically aligned skill based curriculum. Develop pacing guides aligned with CCSS.</p>	District-Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><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>Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal.</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	District-Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><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>Resource: Restricted (4035) \$800 per participant</p>

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 school sites 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>By spring of 2017 100% of teachers will be trained and implementing CCSS with curriculum, instruction, and assessment.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>			
<p>Schools: All</p>		<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff School Accountability Report Card (SARC) 1. Misassignments—Maintain 0% Misassignments Pupils will benefit from Common Core aligned materials 2. Text Sufficiency Resolution – Maintain 100% (All students have access to textbooks) Pupils will benefit from teachers who are trained and implementing of new standards including ELD Staff Survey – 10% increase over baseline of 42% (RCBM) – 1% increase over baseline of 34% (AR STAR) – 1% increase over baseline of 42% EL Reclassification rate – Maintain EL Pupils California English Development Test (CELDT) Progress—Maintain</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Misassignments – Maintained 0% Misassignments in the 2014-15 school year Text Sufficiency Resolution – Reported in September that 100% of students have access to textbooks. Staff Survey – 37% of our Teachers stated that they are more prepared to implement the new standards over the previous year Reading Curriculum Based Measurement (RCBM) Aimsweb – 66%, as of May 2015, are proficient in fluency which was a 32% increase over last year. Accelerated Reader (AR) STAR – As of May 2015 reading comprehension is at 63% and that was a 21% increase from last year. English Learner (EL) Reclassification Rate – Current reclassification rate isn’t changed because only EL student is in Kindergarten. EL Pupils California English Development Test (CELDT) Progress – Progress cannot be determined because only EL student is in Kindergarten we do not have two CELDT testing periods completed</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Conduct professional development to increase knowledge of CCSS. Ongoing 2 Staff Development Days for 4 Teachers</p> <p>Conduct teacher collaboration to share effective instructional strategies aligned with CCSS. Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 8.</p> <p>Develop pacing guides aligned with CCSS.</p>	<p>Resource: Unrestricted (0105) \$2,200</p> <p>No additional cost</p> <p>Resource: Unrestricted (1100) \$500</p>	<p>Staff participated in 3 Staff Development days.</p> <p>Most grades did collaborate and develop strategies to increase knowledge of instructional strategies. More work is needed</p> <p>Pacing guides were developed using Redding’s guides as the guidance mechanism.</p>	<p>Resource: Unrestricted (0105) Object: (1110,3) \$3,782</p> <p>No additional cost incurred</p> <p>No additional cost incurred</p>
<p>Scope of service: District-Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: District-Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>Aide Support (2.2 FTE) - intervention for students.</p> <p>Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.</p> <p>Chromebook 1 to 1 initiative 4th through 8th grade.</p>	<p>Resource: Unrestricted (0709) & Restricted (3010) \$47,300</p> <p>Resource: Unrestricted (0709) \$5,000</p> <p>Resource: Unrestricted (0709) & Restricted (7405) \$10,600</p>	<p>Aide support provided principally for the Low Income/Foster Youth students.</p> <p>Instructional materials & supplies</p> <p>Chromebooks were purchased to support the 1 to 1 initiative for 4th through 8th grade students.</p>	<p>Resource: Unrestricted (0709) & Restricted (3010) Object: (2110,3) \$50,801</p> <p>Resource: Unrestricted (0105,0709,1100) Object: (4210,4310) \$2,020</p> <p>Resource: Restricted (7405) Object: (4510) \$6,905.60</p>
<p>Scope of service: District-Wide</p>		<p>Scope of service: District-Wide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <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>	<ul style="list-style-type: none"> • For English Learners & Re-Designated as English Proficient: <i>*Note – The District had no pupils in these sub-groups for the 2014-15 school year but will evaluate and add appropriate services as needed if pupils enroll.</i> • Three staff development days, Wednesday collaboration times in combination with the aligned curricular materials all contributed to a more effective teaching staff. These were effective in enhancing student achievement. • The 1 to 1 personal computing devices effectively enhanced the programs offered to our students in grades 6 through 8. The students increased their production of documents from previous years. Bandwidth continues to limit the technology impact. Bandwidth increase is a needed feature in order to help students and staff use technology more effectively. There are currently no providers in the area offering increased service. 		

<p>Original GOAL 2 from prior year LCAP:</p>	<p>By spring 2017 75% of students will have knowledge and awareness of college and career ready pathways as measured by college awareness rubric and % of students setting individual goals.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils in grades 6-8 will make more informed choices through curricular connections with career and college pathways College-Going Culture Rubric – 100%</p> <p>Healthy Kids Survey (connected) – Baseline determined 2014-15 school year.</p> <p>Course Access Report Including Subgroups – Maintain(SE) School</p> <p>Attendance Rates – Increase 1% over base of 94.5%</p> <p>Middle School Drop Out Rate – Maintain</p>		<p>College-Going Culture Rubric – Maintained at 100% implemented.</p> <p>Healthy Kids Survey (connected) – this survey did not occur this year as planned. If will be given this coming year</p> <p>Course Access Report Including Subgroups – Master Schedule is reviewed to demonstrate 100% course access for all students</p> <p>School Attendance Rates – 97.05%</p> <p>Middle School Drop Out Rate – Maintained 0% drop-out rate.</p> <p>Actual Annual Measurable Outcomes:</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Ongoing 2 Staff Development Days for 4 Teachers.	Resource: Unrestricted (0105) *Exp. Noted in Goal 1	Staff participated in 3 Staff Development days which included topics listed.	Resource: Unrestricted (0105) Object: (1110) Expense noted in Goal 1
Align CCSS instruction with college and career. Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Develop pacing guides aligned with CCSS.	Resource: Unrestricted (1100) *Exp. Noted in Goal 1	Pacing was coordinated with Redding guides. CCSS and College and Career curriculum guides were presented in collaboration with Redding.	No additional cost incurred
Provide Parent Education through School Messenger.	Resource: Unrestricted (0163) \$100	Improved parent/student communication and engagement through voice and email messenger through School Messenger.	Resource: Unrestricted (0163) Object: (5801) \$104
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. eChalk Website.	Resource: Unrestricted (0163) \$1,000	District contracted for an additional year of service through eChalk.	Resource: Unrestricted (0163) Object: (5801) \$100

Scope of service:	District-Wide		Scope of service:	District-Wide	
<input checked="" type="checkbox"/> ALL			<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)_____		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?	<ul style="list-style-type: none"> • The increase in attendance indicates effective strategies. Might need more aggressive use of office staff and messaging system to call parents of absent students daily in order to continue an increase. • It was determined that eChalk website might not be the most flexible tool. Looking for a more flexible modern site that can give our parents all that they need to help connect with school. • Staff training with college and career alignment ideas was an effective way to help staff make the connections within their curriculum. 				

<p>Original GOAL 3 from prior year LCAP:</p>	<p>By 2017 increase two-way parent/guardian communication as measured by electronic analytics. Technology will be integrated in classrooms instruction as measured by student usage.</p>		<p>Related State and/or Local Priorities: 1__ 2 <u>X</u> 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools: All</p>	
		<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will improve their ability to communicate, collaborate, think critically, and create with 50% of 4th through 8th grade teachers implementing new standards with the integration of technology Analytics of student tools – Baseline determined 2014-15 school year.</p> <p>Pupils will benefit from increased parent involvement with a 20% increase in school and classroom electronic communications. Track use of site and classroom electronic communications Website Visits – 5%</p> <p>Parent Survey Participation Rate – 4% increase over last year’s base of 23% (upon further examination an error occurred. Actual rate was 34% for 2013/14)</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Analytics of student tools – For a 6 month period of November 2014 to April 2015 50,175 unique documents have been created over the entire partnership.</p> <p>Track use of site and classroom electronic communications – New Visitor hits on the school website for the 2014-15 school year were 16,402. This is the base.</p> <p>Parent Survey Participation Rate - 33% of parent’s survey responded in current year. That is a decrease of 1% over last year’s results.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Train teachers - Ongoing 2 Staff Development Days</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Provide access to tools</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Develop vertically aligned skill based curriculum. Develop pacing guides aligned with CCSS.</p>	<p>Resource: Unrestricted (0105) *Exp. Note in Goal 1</p> <p>Resource: Unrestricted (0163) & Restricted (5814) \$5,000</p> <p>Resource: Unrestricted (1100) *Exp. Noted in Goal 1</p>	<p>Staff participated in 3 Staff Development days.</p> <p>A variety of technologically based tools were acquired and implemented in 2014-15.</p> <p>In collaboration with Redding, strategies were developed and pacing guides were created during Teacher collaboration and training.</p>	<p>Resource: Unrestricted (0115) Object: (1110) Expense noted in Goal 1</p> <p>Resource: Unrestricted (0163) & Restricted (5814) Object: (4310,4510,5805) \$2,765</p> <p>Resource: Unrestricted (0105) Object: (1110) Expense noted in Goal 1</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 <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <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 <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none">• Based on Parent survey results it has been determined that a more dynamic and enhanced communication tool and/or method is needed.• Continued evaluation of analytics will be used to ascertain impact on student learning to determine continued usage of adopted programs. Student analytics need to be further divided in order to indicate each partner's numbers.
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<p>Original GOAL 4 from prior year LCAP:</p>	<p>By 2017 90% of teachers implementing strategies of CKH and teen leadership.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will benefit by 50% of CKH trained teachers implementing strategies. (SE) Chronic Absenteeism rate – Maintain at or under 2% (SC) Pupil Suspension rate – decrease 1% over base of 1.4% (SE) Pupil Expulsion rate – Maintain at 0% (SC) Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – increase 10% over baseline rate of 50% of classrooms using CKH strategies (SC) Percent of Teen leadership courses implemented (Middle School) - 10% increase over base of 0%</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Chronic Absenteeism rate – The current chronic absenteeism rate is 1.6% of the student population Pupil Suspension rate – District experienced an increase in suspensions to a rate of 2.7% Pupil Expulsion rate – Pupil expulsions decreased to 0.0% Percent of classrooms using CKH Strategies – 100% of classrooms are using CKH strategies Percent of Teen leadership courses implemented (Middle School) – no progress was made on implementation of this program. 0% implemented.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train site administrators and teachers in the Capturing Kids Hearts workshop given by the FLIPPEN GROUP with the expectation they will share concepts with site staff. 75% Capturing Kids Hearts Training.		100% of certificated primary focus group has been trained district-wide. 0 teachers were trained during this year as all teachers have already been trained in Capturing Kids Hearts.	
Resource: Restricted (3010 & 4035) \$2,400		No cost incurred.	
Scope of service:	District-Wide	Scope of service:	District-Wide
<input checked="" type="checkbox"/> ALL		<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) _____		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>		<ul style="list-style-type: none"> Based on suspension rates it has been determined that monitoring of staff implementing CKH strategies may result in additional support services. It has been determined site based administrators and classroom teachers should be the primary focus group to be formally trained in CKH strategies. A training model needs to be developed to train support staff in CKH strategies. 	

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Maintain facility in a manner that ensures it is clean, safe, and functional.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform <u>monthly</u> site inspections to review site conditions. Monthly Safety Inspections completed – Maintain Williams Report Findings – Maintain Parent Survey Positive Responses – 1% increase from baseline of 77% Healthy Kids Survey (feel Safe) – Baseline determined 2014-15 school year. Staff Survey (Facilities clean, safe, functional)– Base 2015</p>		<p>Monthly Safety Inspections completed – Maintain 100% completion rate Williams Report Findings – Maintain 0% Williams Findings Parent Survey Positive Responses – 72.7% positive responses for current year. This is a decrease of 4.3% Healthy Kids Survey (feel Safe) – this survey did not occur this year as planned. If will be given this coming year Staff Survey (Facilities clean, safe, functional)– Base 2015</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>District Administration will perform <u>monthly</u> site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs. District Administration to perform monthly site review.</p> <p>Maintain annual maintenance account.</p>	<p>Resource: Unrestricted (0606) \$500</p> <p>Resource: Unrestricted (0754) \$10,000</p>	<p>Monthly site inspections were conducted by site personnel as well as the Partnership Facilities Coordinator.</p> <p>The District developed and implemented a plan to maintain an annual maintenance account. 2014-15 budget - \$21,500</p>	<p>Resource: Restricted (0606) Object: (2,3) \$500</p> <p>Resource: Unrestricted (0754) Object: (4-5) \$16,858</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 <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <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 <input type="checkbox"/> English Learners</p> <p><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>	<ul style="list-style-type: none"> Based on Parent survey results it has been determined that a more dynamic and enhanced communication tool and/or method is needed. 		

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:	\$ 64,786
<p>The district’s unduplicated population represents 67.24% of students. The district plans to use the supplemental/concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption.</p>	

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

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

12.12	%
<p>The district plans to spend \$67,545 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.</p>	

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).