

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Indian Springs Elementary School District. Contact: Ed Traverso; Superintendent/Principal; [etraverso@shastalink.k12.ca.us.org](mailto:etraverso@shastalink.k12.ca.us.org)(Name, Title, Email, Phone Number): (530) 337-6219 LCAP Year: 2014-2015

***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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>A call was put out to all stakeholders asking for their participation in developing the LCAP. Board members submitted names of community members to invite to the meetings. Staff and parents received invitations as well. The Site Council meetings with the augmented participants, including staff, were the venue used to develop the process to be used as well as give input in the writing of the plan. These meetings were held on the days of the Boards meetings so that an LCAP progress was made each month, starting in January of 2014.</p>	<p>Indian Springs is a single school district with an enrollment of 14 students. The Board employs two (2) teachers and three para educators (2.5 full time equivalents) to carry out the District’s Mission. Parents, community members, many of them former students, are very supportive and protective of the school. That being said, it was a good to review what was being done and how the students were progressing. We did send a questionnaire out to stakeholders (stamped, school- addressed envelope for return) which only netted one response. The fact is that folks in Big Bend feel comfortable in coming into the school and expressing their pleasure or displeasure with what happening. All in all the major impact was laying everything out and discussing the why and results of the various components. Questions about how Common Core would impact the school and students were dealt with in these meetings as well. The goal section will show the changes and “tweaks” that were developed and agreed to by the group.</p>

**Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered and reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Prepare instructional staff for implementation of CCSS METRICS: Instructional staff will turn in hours spent in professional development related to CCSS. During the 14-15 school year the total	Goal 1: professional development for all instructional staff for the implementation of CCSS Highly qualified teachers.	All students	All		100% of the instructional staff will complete staff development for CCSS-Math  100% of Teachers are highly qualified	100% of instructional staff will review and recommend ELA/ELD materials for purchase  Maintain 100% highly qualified teachers	100% of Instructional staff will complete professional development for CCSS –ELA/ ELD  Maintain 100% highly qualified teachers	2: CCSS Implementation  1 Basic: Highly Qualified Teachers

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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number hours spent will become the base line for the subsequent years. 2. CCSS 1. Basic: HQT								
NEED: Increase and refine parent participate in their child's education. METRICS: Parent participation in CCSS parent education meetings will be recorded on sign in sheets which will show	Goal 2: Provide parent education on CCSS to increase their knowledge and comfort level.	All Students	All		25% of the parents will attend workshop/meetings on understanding CCSS	50% of the parents will has participated in workshop/meetings on CCSS.	75% will have participated in workshop/meetings on CCSS..	3. Parent Involvement.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
parent's name, student's name and grade level. The total number of parents who participate will serve to establish the base. 3. Parent Involvement 2. Implementation of CCSS.								
NEED: Update Instructional materials to align to CCSS. METRIC: 1. Basic: CCSS aligned instructional	GOAL 3: Purchase CCSS aligned materials for students in Math and ELA/ELD.	All Students	All		CCSS aligned Math materials used by 100% of the students. Go Math K-6 CPM 7-8th	maintain	100% of the students will be using CCSS aligned ELA/ ELD materials	1 Basic 2 Implementation of CCCSS

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
materials.								
NEED: Provide students with a broad course of study. METRIC: School field trips related to attendance, art walks, musical presentations, local drama/theater productions and other out of classroom field trips in the 14-15 school year will be recorded and used as the baseline.	GOAL 4: Provide students access to a broad course of study that includes the core curriculum, the arts, and related relevant experiences outside of the classroom.	All Students	All		Student writing will reflect the integration of the core, the arts and their real life experiences on 25% of their writing assignments	Increase to 40%	Increase to 50%	7. Course Access. 5. Student Engagement. 8. Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
7. Course Access 5. Student Engagement.								
NEED: Increase the number of minutes set aside for targeted individual and small group instruction. METRIC: Student achievement based on SBAC and DIBELS in ELA and math along with the bench marks for Go Math will be used to measure achievement.	Goal 5: To identify and remediate learning gaps that students have in Math and ELD.	All Students	All		100% of the students will have learning gaps in Math and ELA identified and have an individual learning plan developed and implemented. Increase student's progress one and one half year for one year of instruction. Baseline established for SBAC in ELA and Math.	Continue identification of needs and adjust learning plan as needed. Maintain previous growth and increase by 1 ½ years for the year's instruction in DIBELS and SBAC	Continue identification of needs and adjust learning plan as needed. Maintain previous growth and increase by 1 ½ years for the year's instruction in DIBELS and SBAC	1 Basic instructional materials 4 Pupil Achievement 5 Pupil Engagement 7 Course Access 4. Student Achievement

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Goals</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different/improved for students? (based on identified metric)</b>			<b>Related State and Local Priorities</b> (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	<b>Description of Goal</b>	<b>Applicable Pupil Subgroups</b> (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	<b>School(s) Affected</b> (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		<b>LCAP YEAR</b> Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The increased hours the paras spend working on each student's remediation plan will be kept in the student's intervention/RTI plan 4. Student Achievement. 7. Course Access. NOTE: EL progress toward English Proficiency not applicable at this time – there are no EL students enrolled; No API for small								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
school.								
NEED: Eliminate all chronic absences. METRIC: Attendance records of students during the 13-14 school year will serve as the base. Any absence will trigger a call home—and/or a visit home if a pattern appears. 5 Student Engagement 4 Student Achievement	GOAL 6: Provide students and parents with information and research about the importance regular school attendance with a minimum rate of 95%	All Students	All		Reduce the number of chronic absences by 30%  Achieve at least a 95% attendance rate. Maintain a middle school dropout rate of zero	Reduce the number of chronic absences by an additional 30%. Maintain 95% attendance rate.  Maintain zero dropout rate.	Eliminate all chronic absences. Maintain 95% attendance rate  Maintain zero dropout rate.	5. Student Engagement.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
5. Chronic Absenteeism. Attendance rate. Middle school dropout rate								
NEED: Increase the feeling of having a safe and secure environment at school. Local measure Metrics: Student, parent and staff survey will be used to determine the baseline for how safe and secure stake holders feel at the site. FIT Report	Goal 7: Add a security system that requires parents, visitors, and all others, to be "buzzed in" through the front door, by office personnel viewing the monitor.	All Students	All		Install system— survey parents and students for their reactions. Maintain zero Suspension/ Expulsion rate.	Add cameras to the system to monitor access to playground. Maintain zero Suspension/ Expulsion rate	Expand coverage of playground and back of school. Maintain zero Suspension/ Expulsion rate	6. School Climate 1. Basic: Facilities

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: professional development for all instructional staff for the implementation of CCSS	2 Implementation of State Standards (CCS) 1 Basic	*Release time for staff development will be provided. *Utilize staff development offerings from SCOEE..	LEA-wide		10 release days for teachers. \$1000 Benefits \$124 10 release days for paras \$750. Benefits \$78 Resc: 0000/1400 Obj: 1112/2112	Pay stipends and registration for summer workshops for instructional staff. \$2,500 Resc:0000 Obj: 1112,2112 & 5210	Release time to participate in Webinars. \$500  Resc:0000 Obj: 5210
Goal 2: Provide parent education on CCSS to increase their knowledge and comfort level.	3 Parent Involvement 2 CCSS	*Newsletter will include “How to help your student.” Column. *Lunch with your student, with students making presentation related to course of study *Coffee with your principal and staff Q & A time	LEA-wide		*Newsletter *Lunch \$500 Resc: 5310 Object: 4710  *Coffee \$100 Resc:5310 Obj: 4710	*Newsletter *Lunch \$500 Resc: 5310 Object: 4710  *Coffee \$100 Resc:5310 Obj: 4710	*Newsletter *Lunch \$500 Resc: 5310 Object: 4710  *Coffee \$100 Resc:5310 Obj: 4710

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL 3: Purchase CCSS aligned materials for students in Math and ELA/ ELD	1 Basic 2 Implement of CCC	*Staff will review materials on state list *Recommendation to School Board for purchase *Arrange workshop on new materials	LEA-wide	May of each year	*Review Materials *purchase math materials \$6,000 Resc: 0000 Obj: 4110,4210,4310 *workshop \$1,000 Resc: 7405 Object:5210	Implementation and evaluation of the math materials Review state adopted ELA/ ELD materials Make recommendations to board for purchase.	Implementation and evaluation of the ELA/ ELD materials
GOAL 4: Provide students access to a course of study that includes the core curriculum, the arts, and related relevant experiences outside of the classroom.	5 Pupil engagement 7 Course standards	Students will be provided experiences in and out of the classroom to expand their understanding and relationships between school and the world around them			Field trips \$3,000 Resc: 0000 Object: 5801	Field Trips \$3,000 REsc: 0000 Obj: 5801	Field Trips \$3,000 Resc: 0000 Obj: 5801

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 5: To identify and remediate learning gaps that students have in Math and ELD.	4 Pupil Achievement 7 Course Access	*Individual learning plans developed based on assessments *Holes/gaps identified and remediation plan(s) established *increase para educator by 2 hours per day Review remediation materials and purchase new as needed. Student progress will be monitored using "Dynamic Indicators of Basic Literacy Skills" (DIBELS) and DIBELS Math, three times per year as well as benchmarks in "Go Math" and "CPM Math"			Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,453.10 Benefits \$1,860.00 Resc: 0000 Object:2110 Purchase materials for math intervention \$1,500 Res:0000 Object: 4210, 4310	Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,453.10 Benefits \$1,860.00 Resc: 0000 Object:2110	Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,453.10 Benefits \$1,860.00 Resc: 0000 Object:2110 Purchase Materials for ELA/ ELD intervention \$2,000 Resc:0000 Obj: 4210, 4310
GOAL 6:		Teacher will call			No additional	No additional cost	No additional

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Provide students and parents with information and research about the importance regular school attendance.		home and talk to student and parent about what was missed during the absence and send home the work in a makeup folder. Should a pattern of absences develop, the Principal will make a home visit to verify the reason for the absences.			cost		cost
Goal 7: Add a security system that requires parents, visitors, and all others, to be "buzzed in" through the front door, by office personnel viewing the monitor.	6 Student Climate	Purchase and install "Buzz-in" system at school entrance with monitors in school office and afterschool room.			School entrance security system \$5,456 Res: 0000 Obj: 6410	Expand camera system to cover playground and back of school \$2,000 Res: 0000 Obj: 6410	Maintain

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 5: To identify and remediate learning gaps that students have in Math and ELD.	1 Basic 4 Pupil Achievement 5 Pupil Engagement 7 Course Access	For low income pupils: For English learners: For foster youth: For re-designated fluent English proficient Individual learning plans developed based on assessments *Holes/gaps identified and remediation plan(s) established *increase para educator by 2 hours per day Review remediation materials and	School Wide		Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,435.10 Benefits \$1,860 Resc: 0000 Object:2110 Purchase materials for math intervention \$1,500 Res:0000 Object: 4210, 4310	Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,435.10 Benefits \$1,860 Resc: 0000 Object:2110	Para educator  190 Days 3 Hrs per day \$14.83 Per hr \$8,435.10 Benefits \$1,860 Resc: 0000 Object:2110 Purchase Materials for ELA/ ELD intervention \$2,000 Resc:0000 Obj: 4210, 4310

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		purchase new as needed					

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In 2014/15 the District is estimated to receive \$9,338 in supplemental and concentration dollars related to low income, foster youth, and English Learners. These funds will be expended to attain our goals as described in Section 3, Part B. It is our belief that the most effective way to provide opportunities to these pupils is through these initiatives.

Goal 5:

To identify and remediate learning gaps that students have in Math and ELD.

Our percentage of unduplicated pupils is 42.86%. We have chosen to provide services to these pupils through a districtwide spending plan that we believe is the most effective use. These funds would be better spent servicing pupils as a whole and the amount of service the underprivileged pupils would receive would be comparable or increased. Second, the isolation and segregation that targeted programs sometimes does a disservice to our underprivileged pupils. A blended environment has proven to be a more effective structure in our district and provides a more effective learning environment. Small school with an enrollment of fourteen (14) students in grades k-8

- D. 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). 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). 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.

For 2014-15, the District calculates its minimum proportionality percentage (MPP) to be 8.40% based on the statewide gap funding of 28% and our estimated 42.86 unduplicated count of low income, English learner and foster youth students. The MPP % serves as the proxy measure of

our plan to increase and/or improve services to targeted students.

As outlined in Section 3, Part B, the District plans to spend \$9,338 derived from Supplemental and Concentration Grant funding to increase and/or improve services for students. When compared with the LCFF base funding, these planned expenditures will meet the MPP% requirement of 8.40%. All services are planned to be delivered on a school wide or LEA wide basis as outlined in Section 3, Part B. We believe our plan delivery model to be the most effective to support our students in need.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

State Priority	Ed Code and Required Metrics	Goals	Baseline 2013-14	Annual Growth 2014-15
1	<b>Basic Services:</b> The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9	1	100% of teachers are highly qualified.	
1	<b>Basic Services:</b> Fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119	3	0% CCSS-aligned instructional materials.	
1	<b>Basic Services:</b> School facilities are maintained in good repair as specified in subdivision (d) of Section 17002	7	No Williams' complaints, FIT Reports identify no concerns.	
2	<b>Implementation of the academic content and performance standards:</b> Adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8	1	1 of 2 teachers has received training in the CCSS math.	
2	<b>Implementation of the academic content and performance standards:</b> The English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.	1 or 3	No teachers have received training in the ELD standards.	
3	<b>Parental involvement,</b> including efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	2	Trainings to begin in the 2014-15 school year. Baseline will be established based on first meeting.	
4	<b>Pupil achievement:</b> Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	3	Baseline to be established Spring 2015.	
4	<b>Pupil achievement:</b> The Academic Performance Index, as described in Section 52052.	3	API Baseline to be established in Spring 2016	
4	<b>Pupil achievement:</b> The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.	NA	NA	
4	<b>Pupil achievement:</b> The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	NA	No English Learners	
4	<b>Pupil achievement:</b> The English learner reclassification rate.	NA	No English Learners	
4	<b>Pupil achievement:</b> The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	NA	NA	
4	<b>Pupil achievement:</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.	NA	NA	
5	<b>Pupil engagement:</b> School attendance rates.	4	95%	
5	<b>Pupil engagement:</b> Chronic absenteeism rates.	4	0%	
5	<b>Pupil engagement:</b> Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.	4	0 middle school dropouts	

State Priority	Ed Code and Required Metrics	Goals	Baseline 2013-14	Annual Growth 2014-15
5	<b>Pupil engagement:</b> High school dropout rates.	NA	NA	
5	<b>Pupil engagement:</b> High school graduation rates.	NA	NA	
6	<b>School climate:</b> Pupil suspension rates.	4	0	
6	<b>School climate:</b> Pupil expulsion rates.	4	0	
6	<b>School climate:</b> Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	2 and/or 4	No complaints, families were happy with environment.	
7	<b>A broad course of study</b> that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	4	No Visual & Performing Arts, Foreign Language, or CTE exploration	
7	<b>A broad course of study</b> including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.	4	same as above	
8	<b>Pupil outcomes</b> , if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	4	Focus is on ELA, math and writing for outcomes. Students make presentations in other subject areas.	
4	<b>Other: Student writing about field trips (rubric scored?)</b>	4		
4	<b>Other: DIBELS</b>	5		
	<b>Other:</b>			