

Introduction:

LEA: Millville Elementary School District **Contact:** Mindy DeSantis, Superintendent, mrs.desantis@millvilleschool.net, (530) 547-4471 **LCAP Year:** 2016-2017

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>Every stakeholder group at Millville School had the opportunity to be involved in the development of the LCAP. The LCAP was an agenda item on each of the following stakeholder’s agendas: our parent group, “Parents and Teachers for Kids”, Site Council/ PAC, Teacher Meetings, Staff Meetings, School Board Meetings, (substitute teachers will be scheduled when needed for Teachers on the LCAP Committee).</p> <p>The LCAP Goals along with the Actions/Services will be reviewed and discussed at the stakeholder meetings, held throughout the school year.</p> <p>A review of the LCAP took place at each of these meetings with verbal and written input encouraged.</p> <p>Dates for stakeholders’ meetings:</p> <ul style="list-style-type: none"> 8/21/15 Staff Meeting 12/7/15 Site Council 12/15/15 MESD School Board Meeting, Request for Public Comment 1/19/16 MESD School Board Meeting, Request for Public Comment 1/11/16 Site Council Meeting 2/10/16 MESD School Board Meeting, Request for Public Comment 3/2/16 LCAP Committee Meeting 3/11/16 MESD School Board Meeting, Request for Public Comment 4/4/16 Site Council Meeting 4/5/16 PTK Meeting 5/3/16 Student Stakeholders Input Meeting (Girls helping Girls) 5/31/16 Student Stakeholder Meeting (Lunchtime Clubs) 6/1/16 MESD School Board Meeting LCAP Public Hearing 6/7/16 MESD School Board Meeting LCAP Adoption 	

Annual Update:

Every stakeholder group at Millville School had the opportunity to be involved in the development of the LCAP. The LCAP was an agenda item on each of the following stakeholder’s agendas: our parent group, “Parents and Teachers for Kids”, Site Council/ PAC, Teacher Meeting, Staff Meeting, School Board Meeting.

Annual Update: 15-16

Members of the teaching staff, classified staff, administration and school board were involved in the Annual Update to the LCAP goals, actions, services and expenditures.

The following items were accomplished:

- GATE classes were held
- Odyssey of the Mind Program was implemented and successful
- Summer school was a success
- Reading Intervention classes were held
- Stakeholder meetings were held, SITE Council members/stakeholders aligned the school site plan with the LCAP
- Public stakeholder input was minimal at the MESD board meetings, due to low public attendance
- Student tutors were utilized / Reading Buddies/High School Tutors
- Aide time was used for pull out groups, composed by grade level ability
- Lend a hand day included a BBQ lunch and clearing blackberries behind outfield on the baseball field, for a pumpkin patch
- Professional development included the Brain Trauma Academy and
- Ski Club and lunch time clubs were implemented

*It was noted in LCAP Section 2; the items marked with an asterisk are not applicable to Millville elementary School District, a K-8 school district.

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 schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the 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 re-designated fluent English proficient, and/or pupil’s 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 schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual 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 1:</p>	<p><u>Goal #1:</u> All students will reach their highest potential and participate in a broad course of study, while developing and maintaining an enthusiasm for learning.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>			
<p>Identified Need :</p>	<p>Need: Intervention for students scoring in the lower 50% of standardized tests, identified need measured by student pre and post AIMS Web tests.</p> <p>Need: Challenge activities for high achieving students, identified need measured by AIMS Web test, SBAC and or teacher.</p> <p>Need: Challenge curriculum for Gifted students, identified need by results of AIMS Web test, SBAC in LA and teacher.</p>				
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="308 639 428 683"> <p>Schools:</p> </td> <td data-bbox="428 639 2013 683"> <p>All</p> </td> </tr> <tr> <td data-bbox="308 683 632 751"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="632 683 2013 751"> <p>All</p> </td> </tr> </table>	<p>Schools:</p>	<p>All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Schools:</p>	<p>All</p>				
<p>Applicable Pupil Subgroups:</p>	<p>All</p>				

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Priority #1:

A- 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.

Priority #2:

B- Implementation of the academic content and performance standards will include math, ELA/ELD and science monitored and measured by teacher professional development. Students receive 100% standards based instruction as witnessed by administrator walk through.

C- Priority #3:

Parent involvement in the classrooms will increase by 3%, from 27% to 30%, including parents of unduplicated pupils and students with exceptional needs.

F- Priority #4:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

D- State Priority #7:

Students in grades K-8 will participate in a broad course of study including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.

E- The school will integrate into its electives for students in grades 7-8 a foreign language and applied arts. The school will review offering career and technical courses in the future.

F- Priority #8:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive daily intervention using current, scientifically based intervention program.	LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:	<i>Pilot of LA Curriculum, including intervention materials: Res 0000, pgm 7156, obj 4140, \$60,000</i>

		(Specify)	
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program.	LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, 0100, pgm 7140, \$23,446 Gifted and Talented curriculum and activities: services provided by GATE teacher. Included in above Revise identification protocol for the Gifted.
For low income pupils: Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention using current, scientifically based intervention program, 3 times per week.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Depending on the results of intervention and GATE services in the 15-16 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002, \$94,251 Summer School Intervention, Estimated Expense Res 0100, program 0167, \$4,731 After School and Saturday Intervention, Estimated Expense Res 0100, program 1004, \$6,190
Students who scored in the top 25% on the AIMS Web in Language Arts and/or with teacher recommendation will receive challenge activities in a pull out group one hour week.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by instructional aides and overseen by GATE teacher. Estimated Portion of GATE Program Associated with Unduplicated Students (40%) Res 0100, program 7140, \$6,258
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program. Maintain opportunity for parent involvement through	LEA	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient	Gifted and Talented curriculum and activities: services provided by GATE teacher. Included in Res 0100, program 7140 above No added costs

<p>Site Council, PTK, Site Council, school survey, newsletter and the school website</p>		<p><u>Other Subgroups:</u> (Specify)</p>	
<p>Grades 6-8 will be offered technical classes and art as an elective option; such as Rocketry, Gardening Design, Glass Etching, Music and Woodworking</p>		<p>XAll OR:----- <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Re-designated fluent</u> <u>English proficient</u> <u>Other Subgroups:</u> (Specify)</p>	<p>No added costs</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority #1:

A- 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.

Priority #2:

B- Implementation of the academic content and performance standards will include math, ELA/ELD and science monitored and measured by teacher professional development. Students receive 100% standards based instruction as witnessed by administrator walk through.

C- Priority #3:

Parent involvement in the classrooms will increase by 3%, from 27% to 30%, including parents of unduplicated pupils and students with exceptional needs.

F- Priority #4:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

D- State Priority #7:

Students in grades K-8 will participate in a broad course of study including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.

E- The school will integrate into its electives for students in grades 7-8 a foreign language and applied arts. The school will review offering career and technical courses in the future.

F- Priority #8:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive 3 days each week intervention using current, scientifically based intervention program.	LEA 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"/> Re-designated fluent	Year 2 Completed Purchase of CCSS LA Curriculum in (16/17), Res 0000, pgm 7156, obj 4140, no budgeted expenditures this year (17/18)

		English proficient _ Other Subgroups: (Specify)	
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Same as 2016/17 Gifted and Talented curriculum and activities: services provided by GATE teacher. Same as 2016/17
For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive 3x weekly intervention using current, scientifically based intervention program.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	Depending on the results of intervention and GATE services in the 16-17 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Same as 2016/17 Summer School Intervention, Estimated Expense Same as 2016/17 After School and Saturday Intervention, Estimated Expense Same as 2016/17
Students who scored in the top 25% on the AIMS Web in Language Arts and/or with teacher recommendation will receive challenge activities in a pull out group one hour week.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Estimated Portion of GATE Program Associated with Unduplicated Students Same as 2016/17
Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient	No added costs identified.

		_ Other Subgroups: (Specify)	
Grades 6-8 will be offered technical classes and art as an elective option. Will investigate Foreign Language Options.		x All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	No added costs identified.

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

Priority #1:

A- 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.

Priority #2:

B- Implementation of the academic content and performance standards will include math, ELA/ELD and science monitored and measured by teacher professional development. Students receive 100% standards based instruction as witnessed by administrator walk through.

C- Priority #3:

Parent involvement in the classrooms will increase by 3%, from 27% to 30%, including parents of unduplicated pupils and students with exceptional needs.

F- Priority #4:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

D- State Priority #7:

Students in grades K-8 will participate in a broad course of study including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.

E- The school will integrate into its electives for students in grades 7-8 a foreign language and applied arts. The school will review offering career and technical courses in the future.

F- Priority #8:

Every student receiving intervention or challenge activities will improve by an additional 5% on the Language Arts portion of the Aims Web standardized test and SBAC.

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention 3 days a week using current, scientifically based intervention program.	LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:	Year 3 Completed Purchase of CCSS LA Curriculum in (16/17), Res 0000, pgm 7156, obj 4140, no budgeted expenditures this year (18/19)
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		(Specify)	
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program.	LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Same as 2017/18 Gifted and Talented curriculum and activities: services provided by GATE teacher. Same as 2017/18
For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive 3x weekly intervention using current, scientifically based intervention program.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Depending on the results of intervention and GATE services in the 15-16 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Same as 2017/18 Summer School Intervention, Estimated Expense Same as 2017/18 After School and Saturday Intervention, Estimated Expense Same as 2017/18
Students who scored in the top 25% on the AIMS Web in Language Arts and/or with teacher recommendation will receive challenge activities in a pull out group one hour week.	LEA	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Estimated Portion of GATE Program Associated with Unduplicated Students Same as 2017/18
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program. Common Core Aligned Instructional Materials	LEA	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:	Gifted and Talented curriculum and activities: services provided by GATE teacher. Included in #2 above.

<p>Highly qualified Teachers and involved staff:</p>		<p>(Specify) <u>X ALL</u> OR:----- Low Income pupils English Learners Foster Youth Re-designated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers maintain professional development and proper credentials Res 4035, obj 5210, \$3,000</p>
<p>Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.</p>		<p><u>x All</u> OR:----- <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Re-designated fluent</u> <u>English proficient</u> <u>Other Subgroups:</u> (Specify)</p>	<p>No added costs identified. No added costs identified.</p>
<p>Grades 6-8 will be offered technical classes and art as an elective option.</p>		<p><u>X All</u> OR:----- <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Re-designated fluent</u> <u>English proficient</u> <u>Other Subgroups:</u> (Specify)</p>	

<p>GOAL 2:</p>	<p>Goal #2</p> <p>Promote a positive, engaging learning environment that is aligned to the CCSS, where students are connected to their school.</p> <p>CCSS ELA/ELD Materials Pilot</p> <p>EL Population currently at 0%.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Need: A school environment that encourages success, involvement and participation.</p> <p>SBAC</p> <p>Absence and tardy rate decreases</p> <p>Maintain a 0% Middle School dropout rate</p> <p>100% of K-3 recognized at Academic Assemblies by end of school year</p> <p>70% of 4-8 grade students recognized at Academic Assemblies by end of school year</p> <p>80% students reach Principal's Math Challenge, Benchmarks</p> <p>Improved GPA for 75% of those students who can improve over the year</p> <p>Decrease in referrals for negative social behavior</p> <p>2% suspension and expulsion rate</p> <p>Documented staff time with "adopted" Developmental Assets students at 30 minutes a week</p> <p>Student participation rate in sports and clubs</p> <p>School grounds are kept and welcoming</p> <p>All teachers hold appropriate credentials and certificates</p> <p>The number of teachers involved on committees is at 50%</p> <p>Adopt Common Core aligned curriculum</p> <p>Implementation of Common Core</p> <p>Math and LA State Standards</p> <p>Survey will be developed and conducted on school climate and engagement for parents and students</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Priority #1:

A- Maintain a staff of Highly Qualified Teachers and involved staff
Maintain Facility Inspection Tool, FIT at good or better

Priority #2:

B- Completion of CCSS Math Adoption grades Kinder -8
Professional development in the ELA/ELD Framework. Initial Review of CCSS/ELA adoption materials.

Priority #4:

C- API/SBAC The percentage of students meeting or exceeding state standards will improve by 5 points.
Millville School has a "0" English Learner Population

Priority #5:

D- Maintain school attendance rate at 95% and chronic absentee rate (more than 10 days) at less than 1%
Maintain Tardy rate at less than 1%.
Maintain a 0% Middle School Drop-out rate
Student participation rate in sports and clubs will increase by 10% using 15-16 data as a baseline.

Priority # 6:

E- Maintain a less than 2% suspension and expulsion rate.
Baseline results from school climate survey will have an increased response rate to 50%
The number of teachers involved on committees increased to 55%.

Priority # 8:

F- 80% of 4-8 grade students recognized at Academic Assemblies by end of school year
GPA has improved for 85% of those students who can improve over the year.
85% students reach PMC Benchmarks based on collected baseline in 15-16 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Academic Recognition Programs trimesterly Res 0000, pgm 1005, \$2,000</p>
<p>Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Big Brothers, Manners Club): programs that support students make positive choices and develop relationships.</p> <p>Documented staff time with “adopted” Developmental Assets at 15 minutes per week, average.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Weekly Social Skills programs No additional expenditures – part of regular instruction.</p>
<p>Campus Beautification and Safety: Weekly class campus clean up; annual community “Lend a Hand Day”</p> <p>Maintain Facilities in good condition</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Weekly class campus clean up; annual community “Lend a Hand Day” No additional expenditures: weekend volunteers, supplies from school custodial budget, res 0000, pgm 8200.</p> <p>Repairs as needed, annual contribution made to fund 40 special reserve for deferred maintenance type expenditures.</p>
<p>Highly qualified Teachers and involved staff: Teachers maintain professional development in State Standards including ELA, Math and NGSS and maintain proper credentials.</p> <p>Examples of Professional development to include STEM, Childhood Trauma Academy, GATES grant to improve literacy.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers maintain professional development and proper credentials Res 4035, obj 5210, \$3,000</p>

<p>Extra-curricular Activities (sports, academic competition, and clubs): maintain sports programs, academic competitions, such as spelling bees, Odyssey of the Mind, Science Fair.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extracurricular athletics – Res 0000, pgm 4200, estimated expense \$15,049.; Other incidental costs included in regular instructional budget, Res 0000, pgm 1000</p>
<p>Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.</p>	<p>School wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No added costs identified.</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority #1:

A- Maintain a staff of Highly Qualified Teachers and involved staff
Maintain Facility Inspection Tool, FIT at good or better

Priority #2:

B- Completion of CCSS Math Adoption grades Kinder -8
Professional development in the ELA/ELD Framework. Initial Review of CCSS/ELA adoption materials.

Priority #4:

C- API/SBAC The percentage of students meeting or exceeding state standards will improve by 5 points.
Millville School has a "0" English Learner Population

Priority #5:

D- Maintain school attendance rate at 95% and chronic absentee rate (more than 10 days) at less than 1%
Maintain Tardy rate at less than 1%.
Maintain a 0% Middle School Drop-out rate
Student participation rate in sports and clubs will increase by 10% using 15-16 data as a baseline.

Priority # 6:

E- Maintain a less than 2% suspension and expulsion rate.
Baseline results from school climate survey will have an increased response rate to 50%
The number of teachers involved on committees increased to 55%.

Priority # 8:

F- 80% of 4-8 grade students recognized at Academic Assemblies by end of school year
GPA has improved for 85% of those students who can improve over the year.
85% students reach PMC Benchmarks based on collected baseline in 15-16 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.	School 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:	Academic Recognition Programs trimesterly Same as 2016/17

		(Specify)	
Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Manners Club) programs that support students make positive choices and develop relationships.	School 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Weekly Social Skills programs Same as 2016/17
Campus Beautification and Safety : Weekly class campus clean up; annual community “Lend a Hand Day” Maintain Facilities in good condition	School 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Weekly class campus clean up; annual community “Lend a Hand Day” Same as 2016/17 Repairs as needed, annual contribution made to fund 40 special reserve for deferred maintenance type expenditures
Common Core Aligned Instructional Materials: Teachers maintain professional development and proper credentials	School 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)	Complete LA Adoption, same as 2016-2017
Highly qualified Teachers and involved staff: Highly qualified Teachers and involved staff: Teachers maintain professional development in State Standards including ELA, Math and NGSS and maintain proper credentials.	School 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers maintain professional development and proper credentials Resource 4035, obj 5210, \$3,000

<p>Extra-curricular Activities (sports, academic competition, clubs): maintain sports programs, academic competitions, such as spelling bees, Odyssey of the Mind, Science Fair.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain benefits to, students participating in extra -curricular activities. Same as 2016/17</p>
<p>Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.</p>	<p>School wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No added costs identified.</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

Priority #1:

A- Maintain a staff of Highly Qualified Teachers and involved staff
Maintain Facility Inspection Tool, FIT at good or better

Priority #2:

B- Completion of CCSS Math Adoption grades Kinder -8
Professional development in the ELA/ELD Framework. Initial Review of CCSS/ELA adoption materials.

Priority #4:

C- API/SBAC The percentage of students meeting or exceeding state standards will improve by 5 points.
Millville School has a "0" English Learner Population

Priority #5:

D- Maintain school attendance rate at 95% and chronic absentee rate (more than 10 days) at less than 1%
Maintain Tardy rate at less than 1%.
Maintain a 0% Middle School Drop-out rate
Student participation rate in sports and clubs will increase by 10% using 15-16 data as a baseline.

Priority # 6:

E- Maintain a less than 2% suspension and expulsion rate.
Baseline results from school climate survey will have an increased response rate to 50%
The number of teachers involved on committees increased to 55%.

Priority # 8:

F- 80% of 4-8 grade students recognized at Academic Assemblies by end of school year
GPA has improved for 85% of those students who can improve over the year.
85% students reach PMC Benchmarks based on collected baseline in 15-16 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.	School 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Academic Recognition Programs trimesterly Same as 2017/18

<p>Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Big Brothers) :): programs that support students make positive choices and develop relationships.</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Weekly Social Skills programs Same as 2017/18</p>
<p>Campus Beautification and Safety : Weekly class campus clean up; annual community “Lend a Hand Day</p> <p>Maintain Facilities in good condition</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Weekly class campus clean up; annual community “Lend a Hand Day” Same as 2017/18</p> <p>Repairs as needed, annual contribution made to fund 40 special reserve for deferred maintenance type expenditures</p>
<p>Common Core Aligned Instructional Materials: Teachers maintain professional development and proper credentials</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Complete LA Adoption same as 2017/2018</p>
<p>Highly qualified Teachers and involved staff:</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers maintain professional development and proper credentials Resource 4035, obj 5210, \$3,000</p>
<p>Extra-curricular Activities (sports, academic competition, clubs): maintain sports programs, academic competitions, such as spelling bees, Odyssey of the Mind, Science Fair.</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p>	<p>Maintain benefits to, students participating in extra -curricular activities. Same as 2017/18</p>

		<u>Other Subgroups:</u> <u>(Specify)</u>	
Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.		<input checked="" type="checkbox"/> All <u>OR:-----</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent <input type="checkbox"/> English proficient <u>Other Subgroups:</u> <u>(Specify)</u>	No added costs identified.

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

GOAL 3:	<p>Goal #3 Maintain the unique culture and atmosphere of our school.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>Need: A positive, balanced and cohesive school environment where students are encouraged and able to do their best. Maintain family attendance at school events. Maintain parent and staff committee participation Maintain student participation rate in various programs and clubs.</p>
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Priority #3: A- Parent involvement will increase by an additional 3% from 27% to 30%, will allow greater student success including unduplicated students and students with exceptional needs.</p> <p>Priority #6: B- Student participation in school based clubs will increase by 10%, as compared to the baseline established in 15-16 school year, which will create students invested in their education and in control of their future.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide family and community oriented activities	LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Depending on the results of the community events review and school surveys, continue with events from previous year or make adaptations to better serve the community. Resource 0000, program 1005, \$2,000

<p>During school hours, offer school community building activities</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Depending on the results of the school community building activities review and school survey, continue with events from previous year or made adaptations to better serve the community. Included in #3A projected expense.</p>
<p>Continue to Design and develop lunchtime clubs that appeal to a wide population, primarily middle school students.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No added costs identified.</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority #3: A-Parent involvement will increase by an additional 3% from 27% to 30%, will allow greater student success including unduplicated students and students with exceptional needs.</p> <p>Priority #6: B- Student participation in school based clubs will increase by 10%, as compared to the baseline established in 15-16 school year, which will create students invested in their education and in control of their future.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide family and community oriented activities</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Depending on the results of the community events review and school surveys, continue with events from previous year or make adaptations to better serve the community. Same as 2016/17</p>
<p>During school hours, offer school community building</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Depending on the results of the school community building</p>

activities		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	activities review and school survey, continue with events from previous year or made adaptations to better serve the community. Same as 2016/17
Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	No added costs identified.

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Priority #3: A-Parent involvement will increase by an additional 3% from 27% to 30%, will allow greater student success including unduplicated students and students with exceptional needs.</p> <p>Priority #6: B- Student participation in school based clubs will increase by 10%, as compared to the baseline established in 15-16 school year, which will create students invested in their education and in control of their future.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Provide family and community oriented activities	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)	Depending on the results of the community events review and school surveys, continue with events from previous year or make adaptations to better serve the community. Same as 2017/18
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<p>During school hours, offer school community building activities</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Depending on the results of the school community building activities review and school survey, continue with events from previous year or made adaptations to better serve the community. Same as 2017/18</p>
<p>Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students</p>		<p><input checked="" type="checkbox"/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No added costs identified.</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?

Annual Update

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal #1 : All students will reach their highest potential and participate in a broad course of study, while developing and maintaining an enthusiasm for learning.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority #8: Every student receiving intervention or challenge activities will improve by 5% on the ELA/ELD portion of the AIMS Web standardized test and SBAC.</p> <p>Priority #1: 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.</p> <p>Priority #2: Implementation of the academic content and performance standards will include math and ELA/ELD, monitored and measured by teacher professional development.</p> <p>Priority #3: Parent involvement in the classrooms will increase by 10%.</p> <p>Priority #7: 3 x weekly intervention will be offered to 100% of the unduplicated students who qualify.</p> <p>GATE services will be offered to 100% of the unduplicated students who qualify.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority #8: Results of the AIMS Web did not coincide with the measure required in the LCAP. The measure taken in the fall of the 15-16 school year will be the baseline. The measureable outcome will be: 50% of students receiving reading intervention will reach "Average or above" on the AIMS Web assessment. 75% of students in GATE or challenge activities will reach the "Above Average" level of the AIMS Web by the end of 15-16.</p> <p>Priority #1: 100% of pupils in the school district have sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.</p> <p>Priority #2: Implementation of the academic content and performance standards including math and ELA/ELD, monitored and measured by teacher professional development.</p> <p>Priority #3: Parent involvement in the classrooms measured as a baseline to be 27%.</p> <p>Priority #7: 3 x weekly intervention are offered to 100% of the unduplicated students who qualify.</p>

GATE services are offered to 100% of the unduplicated students who qualify.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive 3 x weekly intervention using current, scientifically based intervention program.		Completed LA Pilot; this program was effective to meet student needs	
1. Pilot of LA Curriculum / Inrternet \$10,000.00		Resource 0000, obj 4140, \$10,000	
Scope of Service: LEA Wide		Scope of Service: LEA 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 3 days a week, in a Gifted and Talented Program.		Assigned part-time GATE Teacher with aide support with supply and operations budget; this program added challenge materials and was effective to meet student needs	
2. Gifted and Talented challenge curriculum and activities: services provided by instructional aides and overseen by GATE teacher. 0000 \$8,400 3. Gifted and Talented curriculum and activities: services provided by GATE teacher.		Res 0000,0100, Program 7140, projected expense \$22,487	
Scope of Service: LEA Wide		Scope of Service: LEA Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive 3x weekly intervention using current, scientifically based intervention program.</p>	<p>Reading Intervention: services provided by a Reading Specialist and instructional aides. 0100 \$16,000</p> <p>Additional Intervention During Instructional Day (Aides, etc.), \$49,000</p> <p>Summer School Intervention, Estimated Expense 0100 \$10,000</p> <p>After School and Saturday Intervention, Estimated Expense 0100 \$4,500</p>	<p>Intervention program included part-time teacher with aide support and supply budget.</p> <p>Summer School with extra duty teachers and aide support.</p> <p>After School Classified Tutors and Certificated Teacher Extra Duty Hours</p> <p>This program was effective to meet the student needs and increased the percent of completed assignments turned in</p>	<p>Intervention program Res 0100, pgm 1002, \$79,523</p> <p>Summer School Res 0100, pgm 0167, \$4,663</p> <p>After School Programs, Res 0100, pgm 1004, \$5,998</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Students who scored in the top 25% on the AIMS Web in Language Arts and/or with teacher recommendation will receive challenge activities in a pull out group one hour week.</p>	<p>2. Gifted and Talented challenge curriculum and activities: services provided by instructional aides and overseen by GATE teacher. Estimated Portion of GATE Program Associated with Unduplicated Students (40%) 28 students, 0100 \$4,300</p>	<p>GATE program served 22 unduplicated students within overall program; proportion of GATE enrollment related to unduplicated students recorded by district staff; GATE program included part-time teacher and aide support; this program added challenge materials and was effective to meet student needs</p>	<p>Unduplicated share of GATE Program: res 0100, pgm 7140, \$5,974</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>22 students</td> </tr> </table>	Scope of Service	22 students	
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Scope of Service	22 students						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated 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</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate one hour a day, 4 days a week, in a Gifted and Talented Program.</p>	<p>Gifted and Talented curriculum and activities: services provided by GATE teacher.</p>	<p>Part of overall GATE program noted above. Assessment of the effectiveness of the specific actions: The GATE program worked as planned in the LCAP and provided a challenging and engaging program which contributed to the academic and social gains of our students.</p> <ul style="list-style-type: none"> • Millville School hired a part-time GATE Teacher with aide support with supply and operations budget. • The GATE program served unduplicated students within the overall program; proportion of GATE enrollment related to unduplicated students recorded by district staff; GATE program included part-time teacher and aide support. • The Intervention Program included a part-time teacher with aide support and supply budget. • Millville School hosted Summer School with extra duty teachers and aide support. • Millville School provided After 	<p><i>Included in GATE expenditures above.</i></p> <p><i>Included in intervention expenditures above.</i></p> <p><i>Included in summer school expenditures above.</i></p>				

		School Classified Tutors and Certificated Teacher Extra Duty Hours	<i>Included in after school programs expenditures above.</i>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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Scope of Service	LEA						
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Re-designated fluent English proficient _ Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<u>Changes to the actions or goals due to the review and assessment:</u> We will change the number of pull out times for weekly intervention from 4 times a week to 3 times a week due to the amount of time students were leaving the regular classroom was hindering student achievement.						

Original GOAL 2	Goal #2 Promote a positive, engaging learning environment, which includes a broad course of study, that is aligned to	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _
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<p>from prior year LCAP:</p>	<p>the CCSS, where students are connected to their school. CCSS ELA/ELD Materials Pilot EL Population currently at 0%.</p>	<p>COE only: 9 _ 10 _ Local : Specify</p>
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<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p> <p>Priority #4: GPA has improved for 75% of those students who can improve over the year. API/SBAC baseline score will be determined.</p> <p>Priority # 5: Absence and tardy rate decrease by 5%.</p> <p>Priority # 6: 0% Middle School Drop-out rate.</p> <p>Priority # 4: 75% of 4-8 grade students recognized at Academic Assemblies by end of school year</p> <p>Priority # 4: 82% students reach PMC Benchmarks SBAC Assessments to be administered for the first time to establish a baseline.</p> <p>Priority # 6: Maintain a less than 2% suspension and expulsion rate.</p> <p>Priority #6: Documented staff time with “adopted” Developmental at 30 minutes a week minimum.</p> <p>Priority # 6: Environment is one where there are 5% fewer referrals for negative social behavior</p> <p>Priority #5: Student participation rate in sports and clubs increased by 5%.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority #4: GPA improved in 29.5% of those students in grades 4-8 whose GPA could improve.</p> <p>Priority # 5: Absence rate for the 14-15 school year was measured at 4.76% Tardy rate for the 14-15 school year was measured at 2.39%.</p> <p>Priority # 6: Millville has maintained a 0% Middle School Drop-out rate.</p> <p>Priority # 4: 64% of students in grades 4-8 grade were recognized at Academic Assemblies by end of school year</p> <p>Priority # 4: Will be measured at end of the school year whether 82% students reach PMC Benchmarks</p> <p>SBAC Assessments are being administered to establish a baseline.</p> <p>Priority # 6: Millville experienced a .022% suspension rate in 13-14 and a .013% suspension rate in 14-15, a decrease of .009%.</p> <p>Priority #6: Documentation did not occur regarding staff members spending 30 minutes a week minimum with Adopted Students. Will provide a schedule for next year to assure compliance.</p> <p>Priority # 6: Environment is one where there are 5% fewer referrals for</p>
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<p>Priority #2 : CCSS Math Pilot grades Kinder -8</p> <p>Priority #6: The number of teachers involved on committees increased to 55%.</p>	<p>negative social behavior to this point in the school year.</p> <p>Priority #5: Student participation rate in sports and clubs increased by 5% per team, club rosters.</p> <p>Priority #2: CCSS Math Pilot for grades Kinder -8 will be completed at the end of the school year.</p> <p>Priority #6: The number of teachers involved on committees did not increase to 55%. 25% of the teachers were involved in committees.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Academic Recognition Program		Academic Awards Ceremony	
1.Academic Recognition Programs trimesterly, No budget expenditures		<i>\$1,000, included in res 0000, pgm 1005</i>	
Scope of Service	Schoolwide	Scope of Service	
<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Big Brothers)		Girls Helping Girls met weekly, staff met with Developmental Asset students weekly; these programs proved to provide instruction and effective social skills.	
2. Weekly Social Skills programs		<i>No additional costs.</i> <i>Big Brothers was not implemented</i>	
Scope of Service	School wide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Campus Beautification and Safety</p>	<p>3..Weekly class campus clean up; annual community "Lend a Hand Day"</p>	<p>Each week a class was assigned campus clean up</p>	<p><i>Weekend volunteers, incidental expenses from custodial budget, res 0000, pgm 8200</i></p>
<p>Scope of Service School wide</p>		<p>Scope of Service Schoolwide</p>	
<p><input type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Common Core Aligned Instructional Materials</p>	<p>4.Math Adoption 0000 \$25,000</p>	<p><i>Purchased Math Adoption Materials with Common Core Grant</i></p>	<p><i>Res 7405, obj 4140, \$25,846</i></p>
<p>Scope of Service School wide</p>		<p>Scope of Service Schoolwide</p>	
<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Highly qualified Teachers and involved staff</p>	<p>5.Teachers maintain professional development and proper credentials 4035 \$3,000</p>	<p><i>Workshops for certificated</i></p>	<p><i>Pgm 1000, 4035, obj 5210, \$6,000, K-2 STEM program 4050, \$3,798</i></p>

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>6. Extra-curricular Activities (sports, academic competition, clubs)</p>	<p>6. Campaign for, and increase benefits to, students participating in extra-curricular activities. 0000 1,000</p>	<p>Maintained school-sponsored athletics programs and other extracurricular activities</p>	<p>Projected Expenditures, Res 0000, pgm 4200, \$14,504, plus incidental expenditures in Res 0000, pgm 1000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>7. Contract with Shasta County Office of Education to train teachers to work with any potential ELD students.</p>		<p>No ELD Students in 2014/15</p>	<p>\$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
Scope of Service	School wide						
Scope of Service							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><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?

Assessment of the effectiveness of the specific actions:
All of the following noted events/program/actions contributed to the promotion of a positive engaging learning environment and will be maintained in the following year with the elimination of Big Brothers and the addition of lunchtime clubs.

Original GOAL 3 from prior year LCAP:	Goal #3 Maintain the unique culture and atmosphere of our school.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<p>Priority #3: Parent involvement will increase by 5% and will allow greater student success.</p> <p>Priority #6: Student participation in school based clubs will increase by 5% and will create students invested in their education and in control of their future.</p> <p>Students in grades K-8 will participate in math, la, social science, health, science, visual and performing arts and physical education.</p> <p>The school will integrate into its electives for students in grades 7-8 a foreign language and review offering classes in applied arts as well as career and technical courses in the future.</p>	Actual Annual Measurable Outcomes:	<p>Priority #3: Parent involvement was measured at approximately 27%.</p> <p>Priority #6: Student participation in school based clubs was measured at 22%.</p> <p>Students in grades K-8 participated in math, la, social science, health, science, visual and performing arts and physical education.</p> <p>The school did not integrate into its electives for students in grades 7-8 a foreign language and review offering classes in applied arts as well as career and technical courses in the future.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide family and community oriented activities	1. Community events such as: Literacy Night, Raising a Reader parent training, family dances, student competitions. 0000 \$1,000	Literacy Night March 2015 Teachers <i>worked extra duty time for event.</i>	<i>Resource 0000, program 1000, obj 1115 plus related 3000 obj., \$1,000</i>
Scope of Service	LEA Wide	Scope of Service	LEA 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"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
2. During school hours, offer school community building activities	2. Sports teams, academic teams, assemblies, Girls Helping Girls, Manners Club, Big Brothers 0000 \$16,000		<i>Athletic Program, Res 0000, program 4200, \$14,504</i> <i>Big Brothers was not implemented</i>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All	Scope of Service	LEA Wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Assessment of the effectiveness of the specific actions: The following events/programs contributed to the unique culture of the school and will be maintained through the school year: <ul style="list-style-type: none"> • Community events such as: Literacy Night, Raising a Reader parent training, family dances, student competitions were successfully hosted by Millville Elementary School. • Sports teams, academic teams, assemblies, Girls Helping Girls, Manners Club, and Big Brothers were maintained throughout the year. 						

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, school wide, countywide, or charter wide 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 school wide 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: 2016/17 LCFF	\$124,420
<p>The districts increased funds in the LCAP year is \$124,420 these funds will be utilized for Teacher and Instructional Assistant salaries; for intervention, with a goal of closing the achievement gap between basic and below basic student achievement and to improve services to help the needy and gifted student population.</p> <p>The district will also maintain its Home to School Transportation program with resources above and beyond its LCFF HS Transportation add-on funding in order to encourage and enable the attendance of its neediest students.</p> <p>Millville School stakeholders believe the most effective use of supplemental funds is to provide additional certificated and classified instructional time to identified pupil subgroups, by using small group instruction.</p> <p>All students will have access to fully credentialed teachers and instructional materials that align with state standards and safe facilities. State Priorities; 1, 2, 4</p> <p>Additional certificated and classified time will be added to instruct the GATE, basic and above basic students to reach their goals for placement in high school AP classes and to ensure all students have access to classes that prepare them for college and careers including physical education and the arts. Supplemental funds will be used to provide challenge activities and curriculum for our low-income/high achieving students. Surveying the low-income population we have found 23% to be high achieving or gifted based on test results.</p> <p>Through the past several years, monies to support and to provide services for struggling students has been a priority for the state and hence for the school. This priority has resulted in increased money provided to school to support the low income and assumed low performing students.</p> <p>Per the state, students who are low income have become synonymous with low achieving. Millville School has determined this to be a stereotype of the worst kind, one that limits and compartmentalized the capabilities of our low income student population. To break this stereotype, money coming from the state to support low income students is being utilized not only on our low income/ low achieving students, but services to our students who are low income, but high achieving.</p> <p>State Priorities; 7,8</p> <p>The district will continue to budget funds to provide a positive school climate that promotes community and parent involvement through meetings and activities, encouraging the community to be engaged in the decision-making process and to be involved in educational programs for students.</p> <p>Clerical time will be budgeted to track and inform families regarding student attendance, suspension and expulsion matters.</p>	

The district will continue to budget funds for a weekly newsletter to inform parents of school news and hints for positive parent involvement.
State Priorities; 3, 5, 6

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.

7.01	%
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(2016/17 LCFF)

The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in LCAP year 16-17 is 7.01%. The district’s goal is to increase services by providing additional certificated and classified instructional time via intervention and GATE to our existing programs, focusing on intervention to the needy and high achieving/low-income student populations. The district is also maintaining its home-to-school transportation program with resources in addition to the HS Transportation add-on in the LCFF in order to encourage and enable attendance from its needy student population. The increased and improved services will include measurable outreach to families for summer school classes, and increased instructional time during the school year targeted to the needy and high achieving/low-income student population.

We believe by spending an estimate of \$124,420 for intervention and challenge programs and HS Transportation, we will meet our 7.01% by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils.

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).