

Introduction:

LEA: Mt. Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Kenneth C. Hood, Superintendent/Principal

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parent Advisory Committee is contained within our School Site Council. 3 School Site Council members are parents who saw the LCAP reviewed and discussed at SSC meetings: At Back to School Night the LCAP is discussed with parents and on Open House Night Surveys are given to parents to give input for suggestions and comments meant for input into the LCAP. The results of that survey are in the appendix labeled: <i>Title 1/LCAP Stakeholder and Parent Survey</i>. We included our School/Parent Compact in our Student/Parent Handbook which outlines our procedures and policies for parent input and participation in our district.</p> <p>Students are asked verbally for input while addressing classes and at Student Council Meetings.</p> <p>LEA personnel of both bargaining units, CTA and Teamsters are represented on the School Site Council and were invited to give input for the LCAP goals.</p>	<p>The impact of our involvement process has created a common goal among stakeholders, parents, students, LEA staff and faculty. Surveys show that the district’s goals are in line with the feedback and suggestions we solicited and received during the 2015-16 school-year.</p> <p>The impact on the LCAP from input gained by involving the stakeholders in the LCAP process has shown that we are on track with stakeholder needs and desires. This is evidenced in the high levels of satisfaction shown in our <i>Title 1/LCAP Stakeholder and Parent Survey</i>. (See Appendix) We sought to improve the exposure of the LCAP goals by simplifying the format into a document that can be more readily understood by the stakeholders. (See</p>

<p>Foster youth is an input item when our district has them enrolled.</p> <p>English Language Learners is an input item when our district has them enrolled.</p> <p>Stakeholders are invited to participate in Board Meetings and School Site Council Meetings through our weekly bulletin. Local clubs such as the Lions Club and the Veterans of Foreign Wars are contacted. Our local medical Clinic, Hill Country Medical Clinic is contacted to explore common goals as ia KKRN Public radio station which is housed at the clinic. Both quantitative and qualitative data/metrics, are made available to stakeholders. Math and ELD academic data, plus other data related to the state priorities was used by the LEA as useful information in the LCAP goal setting process The information was made available at parent conferences, faculty meetings, Board of Trustee meetings, SARC and on the School's website. We will publish a report containing LCAP goals and the results of 2015-16 as compared to 2014-15 in June of this year and mail it to each household who have students. This report will also be made available to local clubs and businesses. Changes are made in the LCAP, prior to adoption, as a result of written comments and verbal feedback received by the LEA through SSC meetings, Board of Trustee meetings and suggestions and comments from parents and stakeholders.</p> <p>There is engagement with representatives of parents and guardians of pupils (as identified in Education Code section 42238.01) see information above.</p>	<p>appendix item titled <i>2016-17 LCAP Goals</i>) The LCAP can now be found on our school website: http://mcs-shastacoe-ca.schoolloop.com/ . Also, we have changed the goals from 4 to 3. The first goal involving improvement of student outcomes and all that is contained in that domain, the second goal is about improving the facility and school site, and the third goal is to improve parent participation. The comments made by parents showing concern over our need to teach 6th, 7th and 8th grade in one room with one teacher and an aide has prompted us to offer online academic courses to the 8th graders. To make monitoring of academic data more parent-friendly we are going to compare each student's yearly progress with the previous year, rather than compare averaged grade level scores. The student's data will be in a format showing green (adequate progress), yellow (scores that show need for intervention) and red (scores that far below national norms). Also due to parent and stakeholder involvement we are adding the following goals: Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year. Parents will be contacted through the use of a phone based school notification system.</p>
<p>Annual Update:</p> <p>At Back to School Night, 9-2-15 the LCAP was discussed with parents and on Open House Night, 5-4-16, Surveys were given to parents to give input for suggestions and comments meant for input into the LCAP. The results of that survey are in the appendix labeled: <u><i>Title 1/LCAP Stakeholder and Parent Survey</i></u>. We included our School/Parent Compact in our Student/Parent Handbook which outlines our procedures and policies for parent input and participation in our district.</p> <p>Students were asked verbally for input while addressing classes and at Student Council Meetings.</p> <p>LEA personnel of both bargaining units, CTA and Teamsters are represented on the School Site Council and were invited to give input for the LCAP goals.</p>	<p>Annual Update:</p> <p>The impact of our involvement process has created a common goal among stakeholders, parents, students, LEA staff and faculty. Surveys show that the district's goals are in line with the feedback and suggestions we solicited and received during the 2015-16 school-year.</p> <p>The impact on the LCAP from input gained by involving the stakeholders in the LCAP process has shown that we are on track with stakeholder needs and desires. This is evidenced in the high levels of satisfaction shown in our <u><i>Title 1/LCAP Stakeholder and Parent Survey</i></u>. (See</p>

<p>Foster youth became an input item for the 2015-16 LCAP due to the fact that one family in our district enrolled one foster youth in the middle of the 2014-15 school year. The family of this youth, his teacher, our Resource Teacher and the Superintendent/Principal formed a team to ensure this student's success both socially and academically. The student will be enrolled at another district for the 2016-17 leaving our district with no Foster Youth at this time.</p> <p>English Language Learners: We had no ELL students enrolled during the 2015-16 school year and have none at this time.</p> <p>Stakeholders were invited to participate in Board Meetings. The LCAP was on the agenda of the 8-20-15, 5-20-16, 6-16-16 and 6-23-16 Board Meetings, as well as discussed numerous times in the Superintendent's report. School Site Council Meetings had the LCAP on its agenda on the following dates: 10-1-15, 10-22-15, 1-7-16, 2-4-16, 3-3-16, 4-7-16 and 5-12-16. The Board of Trustees meeting on June 16 contained the study of the LCAP and the annual update.</p> <p>The Lions Club (through a sitting SSC member) was also apprised of LCAP goals and activity. Our local medical Clinic, Hill Country Medical Clinic was contacted to explore common goals as was a KKRN Public radio station which is housed at the clinic. The annual update to this year's LCAP document will have stakeholder involvement at the School Site Council meeting in August.</p> <p>Both quantitative and qualitative data/metrics, were made available to stakeholders. Math and ELD academic data, plus other data related to the state priorities was used by the LEA as useful information in the LCAP goal setting process. The information was made available at parent conferences, faculty meetings, Board of Trustee meetings, SARC and on the School's website. We will publish a report containing LCAP goals and the results of 2015-16 as compared to 2014-15 in June of this year and mail it to each household who have students. This report will also be made available to local clubs and businesses.</p> <p>Changes were made in the LCAP, prior to adoption, as a result of written comments and verbal feedback received by the LEA through SSC meetings, Board of Trustee meetings and suggestions and comments from parents and stakeholders.</p> <p>There was engagement with representatives of parents and guardians of pupils (as identified in Education Code section 42238.01) see information above.</p>	<p>Appendix) We sought to improve the exposure of the LCAP goals by simplifying the format into a document that can be more readily understood by the stakeholders. (See appendix item titled <i>2016-17 LCAP Goals</i>) The LCAP can now be found on our school website: http://mcs-shastacoe-ca.schoolloop.com/. Also, we have changed the goals from 4 to 3. The first goal involving improvement of student outcomes and all that is contained in that domain, the second goal is about improving the facility and school site, and the third goal is to improve parent participation. The comments made by parents showing concern over our need to teach 6th, 7th and 8th grade in one room with one teacher and an aide has prompted us to offer online academic courses to the 8th graders. To make monitoring of academic data more parent-friendly we are going to compare each student's yearly progress with the previous year, rather than compare averaged grade level scores. The student's data will be in a format showing green (adequate progress), yellow (scores that show need for intervention) and red (scores that far below national norms). Also due to parent and stakeholder involvement we are adding the following goals: Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year. Parents will be contacted through the use of a phone based school notification system.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL:</p>	<p>Goal 1. The district will provide a high quality educational system to raise the academic achievement of ALL students</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Priority 4. Curriculum based measurement and district assessments identified need to improve student outcomes in Math and ELA/ELD. Priority 5. 28% of students are not in attendance for 10 or more days per school year. 10% missed over 20 days of school in 2014-15 Priority 5. 2013-14 Attendance rate is 93% 32% of students have 10% or more absences (PowerSchool SIS). Middle school dropout rates = 0. Priority 6. A low suspension rate needs to be maintained. Priority 2. Teachers rate themselves as less than 50% in knowledge of CALIFORNIA STATE STANDARDS. Priority 4. 50% of district students with lowest attendance, score in the 1st quartile in Math (Aimsweb)and ELA (Dibels)</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1: Basic 1. Teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching 2. Students will have a curriculum that is aligned to the CALIFORNIA STATE STANDARDS. 3. Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials. State Priority 2: State Standards 4. Students will continue to experience small class sizes. This will enable teachers to meet the needs of ALL students including English Language Learners and students with exceptional needs 5. Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM) 6. Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS 7. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve over the previous year. State Priority 4: Pupil Achievement and State Priority 8: Local Pupil Outcomes 8. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb and Dibels. 9. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by individual student, and by intervention sub-group.</p>	

- 10. Students will see the percentage of students in need of moderate intervention (yellow) and intense intervention (red) decrease.
 - 11. ELL progress will be monitored utilizing the CELDT assessment. There are currently no ELL students enrolled in the district.
 - 12. Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.
 - 13. Students will take the SBAC formative assessments.
 - 14. Students will take the summative SBAC test
 - 15. 50% of students will perform at or above "Standard Nearly Met" on statewide assessments (CAASPP summative and CELDT.)
 - 16. Math and ELA/ELD (Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2017.
- State Priority 5: Pupil Engagement
- 17. By June 2017 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS.
 - 18. The students missing 10% or more in daily attendance or are tardy 20% or more of the time (per trimester) will get intervention and attendance goals will be set to improve attendance.
 - 19. Middle school dropout rate will be maintained at 0%
- Stat Priority 6: School Climate
- 20. Suspension rate will be below 5%.
 - 21. Maintain 0% Expulsion rate.
 - 22. Parent Survey results indicating parents feel their students are safe will be maintained at 90% or better.
- State Priority 7: Broad Course of Study
- 23. A broad course of study offered for all students according to ed. code.
 - 24. Students in the 8th grade will use an online academic course provider for some of their subjects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. As part of Superintendent's regular duties will monitor that all teachers are fully credentialed and properly assigned.</p>	LEA Wide	<p><u> </u> X ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	1.)No added cost
<p>2. K-8 Math and ELA academic data will be generated on a scheduled basis.</p> <p>2.a. Maintain Aimsweb for Math and ELA assessment.</p> <p>2.b. Hire and train Assessment Facilitator.</p>	LEA Wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>2.a) One year cost for Aimsweb \$800. Res: 0200 Obj: 5801</p> <p>2.b) \$3,000. Res: 0000, 0200 Obj: 2110, 3000s</p>

<p>3. Academic interventions will be implemented and monitored through the use of the data generated. 3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.2 3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions. 3.c. Hire a tutor for Math and ELA 3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.</p>	<p>LEA Wide</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s 3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s 3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s 3.d) Various \$3,000. Res: 0000 Obj: 4310 \$2,000. Res: 0000 Obj: 5801</p>
<p>4. Class sizes will remain small and well supported 4.a. Maintain a fourth teacher to keep class sizes small. 4b. Maintain paraprofessionals in classrooms to aid in individualized instruction 4c. Students in the 8th grade will use an online academic course provider for some of their subjects.</p>	<p>LEA Wide</p>	<p><u> </u>ALL ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s 4.b) Paraprofessionals \$35,000 Res: 0000 Obj: 2000s, 3000s 4.c) Edgenuity program \$10,000 Res: 0000 Obj: 5801</p>

<p>5. Student achievement goals will be based on data generated. 5.a. Students will conference with teachers to understand data and help set their own goals. 5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.</p>	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5.a) No added cost 5.b) No added cost
<p>6. ELL progress for any ELL students will be monitored and maintained to enable ELLs access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	6. No added cost
<p>7. Increased attendance 7.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 7.b. Attendance Support Person will be assigned, and parent support will be offered. 7.c. By spring 2016 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 7.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	7a. No added cost 7b. \$20,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s 7c. 0 7d. 0
<p>8. Implementation of California State Standards Teachers will attend workshops on implementing the California State Standards.</p>	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	8. No additional cost, part of Co-op optional dollars.
<p>9. School Climate 9a. Teachers will participate in Capturing Kids Hearts</p>	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"/> Redesignated fluent English proficient	9.a CKH \$3000. Res: 4035 Obj: 5210

program to help reduce suspensions and increase student engagement.
 9b. Maintain surveys on safety and school connectedness.

Other Subgroups:(Specify) _____

9b. No added cost

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- State Priority 1: Basic
 - 1. Teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching
 - 2. Students will have a curriculum that is aligned to the CALIFORNIA STATE STANDARDS.
 - 3. Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials.
- State Priority 2: State Standards
 - 4. Students will continue to experience small class sizes. This will enable teachers to meet the needs of ALL students including English Language Learners and students with exceptional needs
 - 5. Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM)
 - 6. Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS
 - 7. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve over the previous year.
- State Priority 4: Pupil Achievement and State Priority 8: Local Pupil Outcomes
 - 8. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb and Dibels.
 - 9. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by individual student, and by intervention sub-group.
 - 10. Students will see the percentage of students in need of moderate intervention (yellow) and intense intervention (red) decrease.
 - 11. ELL progress will be monitored utilizing the CELDT assessment. There are currently no ELL students enrolled in the district.
 - 12. Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.
 - 13. Students will take the SBAC formative assessments.
 - 14. Students will take the summative SBAC test
 - 15. 50% of students will perform at or above "Standard Nearly Met" on statewide assessments (CAASPP summative and CELDT.)
 - 16. Math and ELA/ELD (Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2017.
- State Priority 5: Pupil Engagement
 - 17. By June 2017 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS.
 - 18. The students missing 10% or more in daily attendance or are tardy 20% or more of the time (per trimester) will get intervention and attendance goals will be set to improve attendance.
 - 19. Middle school dropout rate will be maintained at 0%
- Stat Priority 6: School Climate
 - 20. Suspension rate will be below 5%.
 - 21. Maintain 0% Expulsion rate.

	22. Parent Survey results indicating parents feel their students are safe will be maintained at 90% or better. State Priority 7: Broad Course of Study 23. A broad course of study offered for all students according to ed. code. 24. Students in the 8 th grade will use an online academic course provider for some of their subjects.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. As part of Superintendent's regular duties will monitor that all teachers are fully credentialed and properly assigned.	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1.) No added cost
2. K-8 Math and ELA academic data will be generated on a scheduled basis. 2.a. Maintain Aimsweb for Math and ELA assessment. 2b. Hire and train Assessment Facilitator.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2.a) One year cost for Aimsweb \$800. Res: 0200 Obj: 5801 2.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s
3. Academic interventions will be implemented and monitored through the use of the data generated. 3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews. 3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions. 3.c. Hire a tutor for Math and ELA 3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s 3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s 3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s 3.d) Various

			\$3,000. Res: 0000 Obj: 4310 \$2,000. Res: 0000 Obj: 5801
<p>4. Class sizes will remain small and well supported 4.a. Maintain a fourth teacher to keep class sizes small. 4b. Maintain paraprofessionals in classrooms to aid in individualized instruction 4c. Students in the 8th grade will use an online academic course provider for some of their subjects.</p>	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s</p> <p>4.b) Paraprofessionals \$35,000 Res: 0000 Obj: 2000s, 3000s</p> <p>4.c) Edgenuity program \$10,000.</p>
<p>5. Student achievement goals will be based on data generated. 5.a. Students will conference with teachers to understand data and help set their own goals. 5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.</p>	LEA Wide	<p><u> </u>X ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>5.a) No added cost</p> <p>5.b) No added cost</p>
<p>6. ELL progress for any ELL students will be monitored and maintained to enable ELLs access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	6. No added cost
<p>7. Increased attendance 7.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 7.b. Attendance Support Person will be assigned, and parent support will be offered. 7.c. By spring 2016 unexcused absences and tardiness will</p>	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>7a. No added cost</p> <p>7b. \$20,000 partial salary for clerk Res: 0000</p>

<p>be logged, assessed and a comparison to last year's baseline will be established and published. 7.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>			<p>Obj: 2000s & 3000s 7c. 0 7d. 0</p>
<p>8. Implementation of California State Standards Teachers will attend workshops on implementing the California State Standards.</p>	<p>LEA Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>8. No additional cost, part of Co-op optional dollars.</p>
<p>9. School Climate 9a. Teachers will participate in Capturing Kids Hearts program to help reduce suspensions and increase student engagement. 9b. Maintain surveys on safety and school connectedness.</p>	<p>LEA Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>9.a CKH \$3000. Res: 4035 Obj: 5210 9b. No added cost</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1: Basic</p> <ol style="list-style-type: none"> 1. Teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching 2. Students will have a curriculum that is aligned to the CALIFORNIA STATE STANDARDS. 3. Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials. <p>State Priority 2: State Standards</p> <ol style="list-style-type: none"> 4. Students will continue to experience small class sizes. This will enable teachers to meet the needs of ALL students including English Language Learners and students with exceptional needs 5. Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM) 6. Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS 7. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve over the previous year. <p>State Priority 4: Pupil Achievement and State Priority 8: Local Pupil Outcomes</p> <ol style="list-style-type: none"> 8. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb and Dibels. 9. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by individual student, and by intervention sub-group.
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- 10. Students will see the percentage of students in need of moderate intervention (yellow) and intense intervention (red) decrease.
 - 11. ELL progress will be monitored utilizing the CELDT assessment. There are currently no ELL students enrolled in the district.
 - 12. Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.
 - 13. Students will take the SBAC formative assessments.
 - 14. Students will take the summative SBAC test
 - 15. 50% of students will perform at or above “Standard Nearly Met” on statewide assessments (CAASPP summative and CELDT.)
 - 16. Math and ELA/ELD (Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2017.
- State Priority 5: Pupil Engagement
- 17. By June 2017 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS.
 - 18. The students missing 10% or more in daily attendance or are tardy 20% or more of the time (per trimester) will get intervention and attendance goals will be set to improve attendance.
 - 19. Middle school dropout rate will be maintained at 0%
- Stat Priority 6: School Climate
- 20. Suspension rate will be below 5%.
 - 21. Maintain 0% Expulsion rate.
 - 22. Parent Survey results indicating parents feel their students are safe will be maintained at 90% or better.
- State Priority 7: Broad Course of Study
- 23. A broad course of study offered for all students according to ed. code.
 - 24. Students in the 8th grade will use an online academic course provider for some of their subjects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. As part of Superintendent’s regular duties will monitor that all teachers are fully credentialed and properly assigned.</p>	LEA Wide	<p><u> </u> X ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	1.) No added cost
<p>2. K-8 Math and ELA academic data will be generated on a scheduled basis.</p> <p>2.a. Maintain Aimsweb for Math and ELA assessment.</p> <p>2b. Hire and train Assessment Facilitator.</p>	LEA Wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>2.a) One year cost for Aimsweb \$800. Res: 0200 Obj: 5801</p> <p>2.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s</p>
<p>3. Academic interventions will be implemented and</p>	LEA Wide	<p><u> </u> ALL</p>	3.a) Extra Hours

<p>monitored through the use of the data generated. 3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.2 3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions. 3.c. Hire a tutor for Math and ELA 3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,200. Res: 0000, 0200 Obj: 1115, 3000s 3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s 3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s 3.d) Various \$3,000. Res: 0000 Obj: 4310 \$2,000. Res: 0000 Obj: 5801</p>
<p>4. Class sizes will remain small and well supported 4.a. Maintain a fourth teacher to keep class sizes small. 4b. Maintain paraprofessionals in classrooms to aid in individualized instruction 4c. Students in the 8th grade will use an online academic course provider for some of their subjects.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s 4.b) Paraprofessionals \$35,000 Res: 0000 Obj: 2000s, 3000s 4.c) \$11,500 R: 0200 O: 5801</p>
<p>5. Student achievement goals will be based on data</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>5.a) No added</p>

<p>generated. 5.a. Students will conference with teachers to understand data and help set their own goals. 5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.</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)_____	cost 5.b) No added cost
<p>6. ELL progress for any ELL students will be monitored and maintained to enable ELLs access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	6. No added cost
<p>7. Increased attendance 7.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 7.b. Attendance Support Person will be assigned, and parent support will be offered. 7.c. By spring 2016 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 7.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	7a. No added cost 7b. \$20,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s 7c. 0 7d. 0
<p>8. Implementation of California State Standards Teachers will attend workshops on implementing the California State Standards.</p>	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	8. No additional cost, part of Co-op optional dollars.
<p>9. School Climate 9a. Teachers will participate in Capturing Kids Hearts program to help reduce suspensions and increase student engagement. 9b. Maintain surveys on safety and school connectedness.</p>	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	9.a CKH \$3000. Res: 4035 Obj: 5210 9b. No added cost

GOAL:	Goal 2. Improve learning conditions and facilities.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	FIT scores indicate facilities are FAIR. Parent stakeholders have voiced the desire to keep facilities clean, toxic free, and supportive of learning conditions – 85% of parents indicated they felt facilities were in good to excellent condition.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	State Priority 1: Basic 1. Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances. 2. Priority 1.Overall Summary of Facility Conditions as reported in FIT will improve to all categories being Fair or Good 3. Maintain 85% or higher parent satisfaction with facilities in good to excellent condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Replace parking lot and pour concrete curbs and sidewalks to improve the safety of students	LEA Wide	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.Parking lot replacement \$200,000 Res: 0000 Obj: 6120
2. Move portable building, repair roof, install school signage	LEA Wide	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.\$85,000 Res: 0000 Obj: 6220

3. Monitor ratings on FIT scores	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3.No added expense
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	State Priority 1: Basic 1. Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances. 2. Priority 1.Overall Summary of Facility Conditions as reported in FIT will improve to all categories being Fair or Good 3. Maintain 85% or higher parent satisfaction with facilities in good to excellent condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Monitor ratings on FIT scores	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. No added expense
2. Augment Security by installing and repairing gates and fences, replacing doors and locks, paint exterior, remodel projects in classrooms and bathrooms, and maintain playground surfaces	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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2. \$95,000 Res: 0000 Obj: 6120, 6220
		<input type="checkbox"/> ALL	

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

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	State Priority 1: Basic
	<p>1. Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances.</p> <p>2. Priority 1. Overall Summary of Facility Conditions as reported in FIT will improve to all categories being Fair or Good</p> <p>Maintain 85% or higher parent satisfaction with facilities in good to excellent condition.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Remodel hallway, technology upgrades, and remodel projects in the classrooms		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	1. \$30,000 Res: 0000 Obj: 6220
2. Resurface field and track		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	2. \$50,000 Res: 0000 Obj: 6120
3. Monitor ratings on FIT scores		<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) _____	3. No added costs

GOAL:	Goal 3. Increase Parental Involvement	Related State and/or Local Priorities:
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1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need :	5% of parents (1 in 20) are currently volunteering in classrooms. Stakeholders all indicated the importance of including parents input into the development of the school LCAP.
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>State Priority 3: Parental Involvement</p> <ol style="list-style-type: none"> 1. Parents will be informed of school events and needs through a weekly news bulletin. 2. The number of parents volunteering in classrooms at least one day, will be maintained at or above 5% of parents (1 in 20). 3. Parents involved in volunteering (Classrooms, Field Trips, Harvest Festival, Cinco de Mayo, etc) will increase from 33% (23/69) to 36%. 4. Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year. 5. Parents will be contacted through the use of a phone based school notification system.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Increase Parent volunteering.</p> <p>1.a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism.</p> <p>1.b. Hold school activities that draw parent involvement and engagement</p> <ol style="list-style-type: none"> i. eg. Viking Skate Country ii. Lake Briton and Burney Falls iii. Harvest Festival 	LEA Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>1a. No added cost.</p> <p>1b. Estimated cost \$2500. Res: 0000 Obj: 5801</p> <p>1c. No extra cost.</p>

<p>Iv. Cinco de Mayo 1.c. Maintain monthly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement</p>			
		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>ate Priority 3: Parental Involvement</p>
	<ol style="list-style-type: none"> 1. Parents will be informed of school events and needs through a weekly news bulletin. 2. The number of parents volunteering in classrooms at least one day, will be maintained at or above 5% of parents (1 in 20). 3. Parents involved in Harvest Festival and Cinco de Mayo will increase from 36% to 40% 4. Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year. 5. Parents will be contacted through the use of a phone based school notification system.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Increase Parent volunteering. 1.a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism. 1.b. Hold school activities that draw parent involvement and engagement i. eg. Viking Skate Country ii. Lake Briton and Burney Falls</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1a. No added cost.</p> <p>1b. Estimated cost \$2500. Res: 0000 Obj: 5801</p>

iii. Harvest Festival Iv. Cinco de Mayo 1.c. Maintain monthly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement			1c. No extra cost.
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	State Priority 3: Parental Involvement 1. Parents will be informed of school events and needs through a weekly news bulletin. 2. The number of parents volunteering in classrooms at least one day, will be maintained at or above 5% of parents (1 in 20). 3. Parents involved in Harvest Festival and Cinco de Mayo will increase from 40% to 44%. 4. Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year. 5. Parents will be contacted through the use of a phone based school notification system.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase Parent volunteering. 1.a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism. 1.b. Hold school activities that draw parent involvement and engagement i. eg. Viking Skate Country	LEA Wide	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1a. No added cost. 1b. Estimated cost \$2500. Res: 0000 Obj: 5801

ii. Lake Briton and Burney Falls iii. Harvest Festival Iv. Cinco de Mayo 1.c. Maintain monthly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement			1c. No extra cost.
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

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

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

Original GOAL from prior year LCAP:	Goal 1. By Spring 2017 student outcomes will improve		Related State and/or Local Priorities: 1_ <u>X</u> 2__ 3_ <u>X</u> 4_ <u>X</u> 5__ 6_ <u>X</u> 7__ 8_ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students will have a curriculum that is to the California State Standards (CALIFORNIA STATE STANDARDS) and taught by FULLY CREDENTIALLED TEACHERS. 2. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb. 3. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group. 4. Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year. 5. Students will continue to experience small class sizes. 6. (Priority 3. Parental Involvement) 2014-15 Metric; The number of parents attending conferences related to student achievement will remain above 90%. 7. (Priority 8. Other Student Outcomes)2014-15 Metric; Math annual score, averaged per grade level will show improvement above previous year (see appendix for math data taken June 2016). 8. Treasures CBM assessment reading scores, averaged per grade level, will improve by 2% over the previous year (see appendix for reading data taken June 2015). 9. (Priority 6. School Climate): Suspension rate will be below 5%. 10. Priority 6. School Climate):Maintain 0% Expulsion rate. 11. (Priority 4. Student Achievement) API not applicable in 2015-16. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. ELA curriculum and Math curriculum are CALIFORNIA STATE STANDARDS aligned. All teachers had necessary credentials on file to be FULLY CREDENTIALLED TEACHERS. 2. Students had very little contact with choosing New Math Program.Math 3. Aimsweb for Math and Treasures CBM for Reading. 4. Some growth. See Math data in appendix. 5. Class sizes remained small 6. Teachers report that there we maintained 90% attendance to parent teacher conferences. 7. Some growth. See Reading Data in Some growth. 8. See Reading Data in Appendix 9. Suspension rate was 6% 10. Goal met, there were no expulsions. 11. (Priority 4. Student Achievement) API not applicable in 2015-16. 12. No ELL students this year

12. ELL progress will be monitored and maintained. We will work to reclassify our only EL student.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. K-8 Math and ELA academic data will be generated on a scheduled basis.</p> <p>1.a. Purchase Aimsweb for Math and ELA assessment. 1.b. Hire and train Assessment Facilitator.</p> <p>2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</p> <p>2.a. Train teachers in how to use data to monitor the academic achievement of their students.</p> <p>3. Academic interventions will be applied and monitored through the use of the data generated.</p> <p>3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews. 3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions. 3.c. Hire a tutor for Math and ELA 3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.</p> <p>4. Class sizes will remain small and well supported</p> <p>4.a. Maintain a fourth teacher to keep class sizes small. 4b. Maintain paraprofessionals in classrooms to aid in individualized instruction</p> <p>5. Student achievement goals will be based on data generated.</p> <p>5.a. Students will conference with teachers to understand data and help set their own goals. 5.b. Parents will be invited to conference with teacher and</p>	<p>1.a) One year cost for Aimsweb \$700. Res: 0200 Obj: 5801 1.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s</p> <p>2.a) Sub fees \$4,000. Res: 0000, 0200 Obj: 1112, 3000s</p> <p>3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s</p> <p>3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s</p> <p>3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s 3.d) Various</p>	<p>1.a. Aimsweb purchased</p> <p>1.b Assessment Facilitator worked 65.5 hrs. This aided gathering assessment and intervention data and allowed Teachers, Parents and Principal to use that data to drive instruction. This is believed to increase achievement. Oral Reading Fluency did not decrease from previous year. Accuracy showed 6.79% growth. Overall school average in Math showed a 65% increase. We plan to increase use of the Assessment Facilitator.</p> <p>2. District K-8 Math and ELA academic data in the form of Aimsweb Benchmark Math tests, Reading Fluency and Comprehension tests given by Intervention Teacher and CBM from California Treasures was used to monitor the academic achievement school-wide.</p> <p>2.a. Training on how to use Aimsweb data took place. Teachers met with Principal at the end of each trimester to further familiarize them with Aimsweb data. Reading data and CBM from Treasures has been mastered.</p> <p>3. Academic interventions (in-class interventions, Intervention Teacher and Tutor interventions) were based on data collected. 100% of all teachers based interventions on data</p> <p>3.a. Teachers, Aides and Principal met at minimum days and after school. Academic data collected was analyzed.</p>	<p>1.a. \$472. Res: 0200 Obj: 5801</p> <p>1.b. \$650.50 Res: 0000 Obj: 2112, 3000s</p> <p>2.a. \$0. No substitute teachers were needed. Res: 0000, 0200 Obj: 1112, 3000s</p> <p>3.a. \$180. Extra duty pay used for meeting with teachers. R: 0200 O: 1115, 3000s</p>

<p>student to understand data and help set goals. 6. ELL progress will be monitored and maintained. 6.a. We will work to reclassify our only EL student by giving CELDT test.</p>	<p>\$3,000. Res: 0000 Obj: 4310 \$2,000. Res: 0000 Obj: 5801 4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s 4.b) Paraprofessionals \$30,000 Res: 0000 Obj: 2000s, 3000s 5.a) No added cost 5.b) No added cost 6.a. No added cost</p>	<p>Impact: improved identification of possible academic interventions. 3.b. Resource Teacher used academic data collected to target interventions for Special Populations. Resource Teacher did not work 3 hours per week doing after-school interventions. 3.c. Tutor hired mid year. Impact: 8 students were tutored, 6 of them showed academic improvement as per teacher survey. 3.d. Academic intervention supplemental materials were purchased Impact: Improved ability to help intervention students as per interview with Intervention Teacher. 4.a. Additional teacher maintained 4.b. Three paraprofessionals maintained 5. Student achievement goals were based on data generated. 100% of teachers used data to set goals for students. 75% of teachers went over data with students. 5.a. Students went over data to help set academic goals Impact: Student's goals were better linked to academic data as per teacher interviews. 5b. Parents conferenced with teachers and students to understand data and set goals. Impact: Parents had improved buy-in regarding their student's academic needs as per teacher interview. 6.a. No EL Students enrolled.</p>	<p>3.b.\$ Resource Teacher accomplished task with no extra cost. Res: 0200 Obj: 1110, 3000s 3.c. Tutor \$400. Res: 0200 Obj: 2110, 3000s 3.d. \$532.86 R: 3010 O: 4310 \$173.03 R: 6500 O: 4310 \$2,700 R: 0200 O: 5801 4.a. \$56,365.06 Res: 0200 Obj: 1110, 3000s 4.b. IRISH \$7,483.46 OLIVEIRA \$8,378.35 SISK \$13,056.24 TOTAL:\$28,918.05 R: 0000 O: 2110, 2115, 2930, 3000s F: 1000s 5.a. \$0</p>
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				5.b. \$0
				6.a. \$0
Scope of service:	LEA Wide	Scope of service:	LEA Wide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The former Goal 1 and Goal 3 of the previous LCAP (2015-16) will be integrated into one goal on the 2016-17 LCAP to address the improvement of student outcomes. The wording of the Goal 1 was changed to clarify and state it more simply. The words: "...in Math and ELA. School climate will improve as suspensions will decrease from an average of the previous 3 yrs." Were removed. 1.b Assessment Facilitator used Aimsweb for math with successful results. Next year we will use the Assessment Facilitator for Math and ELA assessments. This will expand that employees hours from 60 per year to 120. (cost to go from \$600. in 2014-15 to \$1200. In 2015-16) 2.a Training for using data (including Aimsweb) was able to take place on minimum days so no substitute teachers were needed saving \$500. 2 Impact: Establishes a baseline for comparison in future years and allows academic planning with regard to each teacher's awareness of student needs prior to and after the grade level he or she teaches. 3.a Meetings to go over data with teachers were handled on minimum days creating no added cost. 3.b After school intervention time was accomplished by using tutors.		

Original GOAL from	Goal 2. Attendance will improve.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__
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prior year LCAP:		COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> By June 2016 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS. The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get intervention and attendance goals will be set to improve attendance. Attendance rate will remain at 95% as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school. Students will improve attendance as the District provides parent meetings, home visits and other attendance help. Students will see attendance rate remain at or above 95% as emphasis is placed on rewarding positive behavior. (Priority 5. Pupil Engagement. 2014-15 Metric; The students with more than 10% unexcused absences in the previous year will decrease unexcused absences below 10%. 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Attendance rate for 2015-16 93.5% 29 students had 10% or more absences (29%). In all homes that fell far below the criteria intervention attempted. (2 families, 5 students) Both families moved to another district. Attendance rate for 2015-16 93.5% Two families (5 students) fell below the criteria. Intervention attempted. Both families moved to another district. This goal was misprinted. It should have involved student behavior rather than attendance. Metric: Suspensions in 2015-16 were 5 . Suspensions in 2014-15 were 1. Suspension increased by 500 % New benchmark. 30 out of 93 students had 10% or more absences in 2015-16. 32%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>6. Increased attendance 6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 6.b. Attendance Support Person will be assigned, and parent support will be offered. 6.c. By spring 2016 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>	<p>6a. 0 6b. \$20,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s 6c. 0 6d. 0</p>	<p>6.a Audit of attendance system took place. Attendance at 93% as per Power School SIS. Additional focus was put on tardiness in 2015-16. Parents were brought in for conferences with Attendance Clerk and Principal on tardiness and attendance issues. New benchmark. 30 out of 93 students had 10% or more absences in 2015-16. 32% 6.b Need served through the Attendance Clerk and Principal. 6.c New baseline was established on new criteria of 10% or</p>	<p>6a.No added cost 6b.\$20,000 partial salary for attendance clerk R: 0000 O: 2000s &</p>

		more absences. 6.d Our two families that were of most concern due to attendance problems were sent to SARB where input on how to improve was delivered. Again, Stakeholders given verbal survey only. Out of those surveyed, no ideas were put forth other than using SARB.	3000s 6c.No added cost 6d.No added cost
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The attendance statistics (as collected by Power School) were evaluated as per ed. code to identify students with 10% or more absences. We consider this to be both excused and unexcused absences. We found that we had 29% of our students at 10% or more absences. There was only 1 student with 20% or more days tardy. This goal was combined into goal 1.
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Original GOAL from prior year LCAP:	Goal 3. By Spring 2017 our school will have developed and implemented a plan that will align our instruction and student learning to the California State Standards for Math, ELA/ELD and NGSS.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS. Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM) Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS Students will take the SBAC formative assessments. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> No students took the SBAC practice assessments. Teachers attended at least 2 workshops on implementing the California State Standards. This raised the percentage of knowledge and use of California State Standards: see metric on item 7 below. New Math curriculum that aligns with the California State Standards was purchased in first week of June, 2015. Students received exposure to CALIFORNIA STATE
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	<ul style="list-style-type: none"> • Students will take the summative SBAC test. • 50% of students will perform at or above proficient on statewide assessments (SBAC summative and CELDT.) • (Priority 2. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS) 2014-15 Metric: Teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.) • (Priority 4. Student Achievement.) Math and ELA/ELD (Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2016. • Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials. • Because Mountain Union School District 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. • A broad course of study offered for all students according to ed. code. 		<p>STANDARDS as Teachers and Principal met and discussed progress of implementation of CALIFORNIA STATE STANDARDS at minimum day faculty meetings.</p> <ol style="list-style-type: none"> 5. Students did not take the SBAC formative assessments. Goal for 2015-16 6. 100% of all 3rd grade through 8th grade students took the summative SBAC test. 7. Metric recorded: 40% of teachers rated knowledge of CALIFORNIA STATE STANDARDS at 50%. 60% of teachers rated knowledge of CALIFORNIA STATE STANDARDS above 50%. 8. Incorrectly stated goal. Math scores from Aimsweb did not exist in August 2014. Math baseline metric set in June 2015. See Appendix Item 3 and 4 for baseline. 9. Teachers and Principal discussed current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials at Teaching staff meetings. 10. A broad course of study was offered to students. Students who were qualified to take a foreign language declined that curriculum.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>7. Instruction and student learning aligned to the California State Standards for ELA, Math and Literacy.</p> <p>7.a. All students will take the SBAC Assessments with help from test coordinator.</p> <p>7.b. Teachers will attend 2 workshops on implementing the California State Standards.</p> <p>7.c. Choose and adopt new curriculum that aligns with the California State Standards.</p> <p>7.d. Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS - 5 minimum day in-house trainings.</p>	<p>7.a) 24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000</p> <p>7.b) 4 teachers X 2 workshops @ \$200 per.= \$1600. Res: 0100 Obj: 5210</p>	<p>7. Alignment to CALIFORNIA STATE STANDARDS in ELA, Math and Literacy ongoing.</p> <p>7.a All students took the SBAC Assessments from grades 3 to 8th . Test coordinator could not be hired. Coordination done by Superintendent/Principal.</p> <p>7.b Workshops: RSP (3), TK-1 (2), 2-3 (2), 4-5 (2), 6-8 (2). Workshops: Lit. across content, Multi-classroom instruction, Google Classroom Training, Tools for CALIFORNIA STATE STANDARDS classroom.</p> <p>7.c No adoptions purchased in 15-16. Purchased</p>	<p>7.a \$0. Cost</p> <p>7.b \$0 cost, included in Co-Op services</p> <p>7.c \$159.64 R: 1100 O: 4140</p>

<p>7.e. Provide foreign language curriculum</p>	<p>7.c) \$65. X 70 students plus consumables \$5000. Res: 1100 Obj: 4140 7.d) No added cost 7.e) No added cost</p>	<p>additional math textbooks</p> <p>7.d. Training Dates: 9-17-14, 9-26-14, 10-1-14,12-10-14, 1-14-15, 5-20-15</p> <p>7.e Foreign Language available at neighboring district</p>	<p>7.d \$0 cost</p> <p>7.e.\$0. Cost</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service:</p>	<p>LEA Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal was integrated into Goal 1 (from the 2015-16 LCAP)</p> <p>Goal 3 was changed in wording. Measurable outcomes (“...as measured by observation of teacher’s knowledge of CALIFORNIA STATE STANDARDS and use of them in lesson plans and report cards.”) were removed from the goal.</p> <p>7.a The test coordinator from previous year was not able to work. Coordinating of SBAC test had to be done by Superintendent/Principal. In 2015-16 Superintendent/Principal will coordinate SBAC.</p> <p>7.b Teachers attended CALIFORNIA STATE STANDARDS implementation workshops and the \$1600. Budgeted expenditure of \$2,000. would be appropriate for 2015-16 to cover substitutes.</p> <p>7.c Curriculum for CALIFORNIA STATE STANDARDS aligned math was budgeted at \$5,000. With added online services and manipulatives and shipping the total was \$10,501.19</p> <p>Item 8 Incorrectly stated goal. Math scores from Aimsweb did not exist in August 2014. Math baseline</p>		

metric set in June 2015. **See Appendix Item 3 and 4 for baseline.**

Original GOAL from prior year LCAP:	Goal 4. Improve learning conditions and facilities. Increase parent volunteering.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2_ 3_ <input checked="" type="checkbox"/> _ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances. The students will have better heating in one of the three classrooms needing a new heater. Student and staff security in the school will be improved by replacing exterior doors and locks. Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school. (Priority 1. Course Access. 2014-15 Metric; Overall Summary of Facility Conditions as reported in FIT will improve by at least 10% (Priority 3. Increase Parental involvement by 10% above previous year. 2014-15 Metric: 44% 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> The 4 classrooms where teachers and students gather and the Gymnasium had Asbestos abatement and new floors installed. This project will be reconfigured for a unit that costs \$8000., and will be in next year's LCAP Exterior doors were serviced and replacement was moved to 2016-17 school year. Students saw new blacktopped PE area. The full-school lighting renovation gave better illumination, a safer school and less energy costs. 2013-14 SARC lists school at poor. 2014-15 FIT lists district rating at 67 (poor). Parents volunteering baseline: 30 parent volunteers, 9 of them attended meetings.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>8. Maintain School Facilities 8.a. School Improvement and Maintenance Plan. See Appendix: 5 Year Plan</p> <p>9. Increase Parent volunteering. 9.a. Add parent volunteering to the School Site Council goals.</p> <p>9.b. Parent involvement as measured by the percentage of parents and caregivers available for volunteering will</p>	<p>\$45,000. Res: 0000, 0100, 9010. Obj: 5630, 6000s</p> <p>9.a. \$0 9.b. \$0</p>	<p>Maintain School Facilities 8.a. Tackled the well project early, completed the gym floor and delayed the other projects, see updated 5 Year Plan 9a. Parent volunteering was discussed and brainstormed at SSC meetings. 9b. Parent involvement increased but the metric was workable. A new metric was identified for 2016-17.</p>	<p>8.\$81,985 R: 6230, 9010 O: 6120, 6220</p> <p>9a.No added cost. 9b.No added cost.</p>

increase by 10%				
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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Goal 4 was shortened and changed in wording to clarify the intent. The following was removed: "...by repairing, refitting and refurbishing unsafe and/or uneconomic equipment..." and "Enhancing course access and other student outcomes." The words : " Increase parent volunteering." Were added.</p> <p>Funding for the well project was approved so we pushed forward the timeline. We completed the gym re-flooring project. Those projects kept our staff and grounds fairly busy so we delayed the first phase of the remodel and security augmentation to 2015-16.</p> <p>Item 5. The metric to evaluate the facility based on what is reported in the SARC will instead be based on the previous year's evaluation number as expressed in the State of California Facility Inspection Tool (FIT).</p> <p>Item 8. This was actually an outcome instead of a goal with a metric. This item will be part of the 5 year plan for facility improvement.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 135,000
<p>Mountain Union Elementary School District has estimated their LCFF revenue associated with low income, foster youth, and EL pupils to be \$135,000. Expenditure of these funds is outlined in section 2. The unduplicated percentage has been measured at 89.71% during 2015-16 and due to the high percentage we choose to use the majority of these funds in a districtwide manner. We believe a segregation of pupils would not be prudent fiscally and that the targeted pupils will receive the majority of the benefit.</p> <p>We believe that resources committed to intervention programs and tutoring will be an effective method to identify individual needs and circumstances of our targeted pupils and tailor their education to best meet those needs. Invention targets the students who are struggling and we believe this design will inherently and principally direct time and money towards the low income, foster youth, and or English learner pupils.</p> <p>We believe maintaining a lower class size and paraprofessionals in the classroom will be effective in giving the educators more access and time with the pupils that are struggling. We believe this inherently and principally directs teacher and aide time to the pupils in need, specifically our targeted population.</p> <p>We believe more instructional and tracking tools available to pupils and staff are an effective way to monitor progress, identify problems, and adapt to changing variables. We believe that heightened support in these areas will be inherently and principally directed towards combatting the needs of the targeted pupils.</p>	

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

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

25.00	%
<p>Services for unduplicated pupils will be increased or improved by at least the 25% that we calculated our MPP to be. We plan to use dollars to prove this and have outlined our spending in Section 2 and 3A above. These funds will go towards an invention program, an additional teacher to create small class sizes, paraprofessionals in the classroom, and tracking support and resources so that we can individualize instruction for the students in need.</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Appendix item 1

MOUNTAIN UNION ELEMENTARY SCHOOL DISTRICT

District Office

P.O. Box 368

Montgomery Creek School

Montgomery Creek, CA 96065

Kenneth C. Hood Superintendent/Principal

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Re: Parent Engagement Message on Common Core and LCAP

What is Common Core?

Our students will soon be taking the Smarter Balanced Assessments, the tests that measure learning under Common Core. Common Core is a set of academic standards, or learning goals, for math and English that define what our students should know and be able to do at the end of each school year. For example, by the end of third grade, our kids should be able to measure and estimate weights of liquid and solve word problems using those quantities. You can read the standards [here](http://www.corestandards.org/read-the-standards/).
<http://www.corestandards.org/read-the-standards/>

The standards were developed based on education research and proven best practices from schools in California and across the country. They're designed to promote critical thinking and help ensure that our students graduate with the skills they need to be ready for the future. However, Common Core doesn't dictate the curriculum or lesson plans — our teachers and school leaders still make those decisions. Read more at the [Common Core website](#), the [California State PTA site](#), [The California Department of Education](#) and [Embrace the Core](#).

1. *How were the Common Core Standards developed?*

Before we started using them in our school, the Common Core Standards were developed by a group of teachers, state governors and education leaders from 48 states. This group first came together in 2009 to establish learning goals based on education research and existing best practices with a proven track record of student success. State participation in the development process was voluntary, and so was the decision to adopt the standards here in California in 2010. Read more [here](#).

2. *Why is the math homework different now?*

You may have noticed changes in your child's homework. The updated standards in both areas—math and English—emphasize critical thinking. For math, this means many homework problems now have two parts: the solution to the problem, and a section where your child is asked to explain how they got their answers. [Go here for a side-by-side comparison](#) of examples of updated math questions with the old style of homework. [NOTE: schools should include examples from their specific curricula.] You can find Common Core math resources for parents [here](#).

LCAP (Local Control Accountability Plan)

What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Under the LCFF all Local Educational Agencies (LEAs) are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). California school districts and charter schools must engage parents, educators, employees, and the community to establish these plans. The plans describe the school's overall vision for students, annual goals and specific actions that will be taken to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans demonstrate how the school's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts and charter schools, with parent and community input, must establish goals and actions. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California’s academic standards, including the California State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education, and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.

What can parents do now?

The new LCFF and LCAPs provide a great opportunity for parents to further engage in the decisions that impact their children and our school.

You can also get further involved by volunteering to be on the School Site Council and/or attend the monthly meetings.

You can have your voice heard by emailing or contacting Ken Hood the district Superintendent/Principal.

In addition, you can attend the May School Board Meeting, May 21,2015, where the LCAP Annual Review and Update will be presented. You can also fill out our survey given at Open House on May 6th at 6 pm.

Appendix item 2 Results of Title 1, LCAP, Stakeholder Survey given after May 6, 2016

1. Do you feel your child is safe at school?	YES Last year 81%	NO Last year 19%			
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	This year 95%	This year 5%			
2. Does your child feel safe at school?	YES Last year 87% This year 95%	NO Last year 13% This year 5%			
3. Rate our facilities.	1. (poor) This year 15%	2.	3. (Fair) This year 5%	4. This year 45%	5. Excellent This year 40%
4. Rate your satisfaction with your child's instruction in Reading.	1. (Low) Last year 0% This year 10%	2 . Last year 22% This year 0%	3 (middle) Last year 12% This year 5%	4. Last year 11% This year 30%	5 (High) Last year 55% This year 55%
5. Rate your satisfaction with your child's instruction in Written Language.	1. (Low) Last year 0% This year 5%	2 . Last year 17% This year 10%	3 (middle) Last year 17% This year 10%	4. last year 12% This year 15%	5. (High) Last year 54% This year 60%
6. Rate your satisfaction with your child's instruction in Math.	1. (Low) Last year 0% This year 0%	2 . Last year 0% This year 0%	3 (middle) Last year 17% This year 15%	4. Last year 18% This year 20%	6. (High) Last year 65% This year 65%
7. Do you think your child's classroom experience encourages the development of thinking skills?	NO Last year 17% This year 5%	Somewhat Last year 22% This year 5%	Between Somewhat & Yes This year 5%	YES Last year 61% This year 85%	Don't know Last year 0% This year 0%
8. Does the school curriculum meet most of the individual educational needs of your child?	NO Last year 17% This year 10%	Somewhat Last year 27% This year 15%	YES Last year 56% This year 75%	Don't know Last year 0% This year 0%	
9. Are you generally satisfied with the school discipline?	NO Last year 39% This year 10%	Somewhat Last year 17% This year 15%	YES Last year 44% This year 80%	Don't know Last year 0% This year 0%	
10. Do you think your Jr. High student has need of a Foreign Language class?	NO This year 25%	Somewhat This year 20%	YES This year 30%	Don't know This year 20%	
11. Are you generally satisfied with the non-academic programs?	NO This year 15%	Somewhat This year 20%	YES This year 60%	Don't know This year 5%	
12. Does the District transportation system improve attendance?	NO This year 15%	Somewhat This year 5%	YES This year 70%	Don't know This year 10%	

Appendix item 3

Math Scores for Montgomery Ck Ele. June 2016

Grade level	Averaged percentile rank (Nat'l)	What was tested	Source:
K	(Last year 41) NA	MN, QD , NI	Aimsweb 2
1	(Last year 64.6) NA	M-m-comp, MN, QD , NI	Aimsweb 2
2	(Last year 34.75) 60	m-cap + m-comp	Aimsweb 2
3	(Last year 52.7) 44	m-cap + m-comp	Aimsweb 2
4	(Last year 44.14) 78	m-cap + m-comp	Aimsweb 2
5	(Last year 28.4) 69	m-cap + m-comp	Aimsweb 2
6	(Last year 42.18) 50	m-cap + m-comp	Aimsweb 2
7	(Last year 67) 108	m-cap + m-comp	Aimsweb 2
8	Last year 61.16) 107	m-cap + m-comp	Aimsweb 2
All grades averaged (Nat'l)	(Last year 48.43) 74	m-cap + m-comp	Aimsweb 2 KCH 6-15-16

91-99%ile = Well Above Average

76-90%ile = Above Average

26-75%ile = Average

11-25%ile = Below Average

1-10%ile = Well Below Average

Appendix item 4

Reading data averaged per grade level as of June 2016

Grade level	Oral Reading Fluency	Accuracy	Growth
1st	(Last yr 52 words) 40 words	(Last yr 85%) 87%	(Last yr 34.4) 25
2 nd	(Last yr 78 words) 89 words	(Last yr 94.3%) 92%	(Last yr 16.3) 38
3rd	(Last yr 115 words) 97 words	(Last yr 98%) 96%	(Last yr 14.5) 31
4th	(Last yr 104 words) 141 words	(Last yr 96.8%) 99%	(Last yr na) 23
5th	(Last yr 103 words) 141 words	(Last yr 95.5%) 98%	(Last yr na) 32
6th	(Last yr 137.5 words) 121 words	(Last yr 98.5%) 96%	(Last yr 5.33) 27

7th	(Last yr 168 words)	(Last yr 98.75%)	(Last yr 7)
8th	(Last yr 136 words)	(Last yr 99%)	(Last yr 6.3)

Source: California Treasures CBM taken by LC compiled by KCH
 Analysis of reading data from 2014-15 to 2015-16

Oral Reading Fluency total for 2014-15 to 2015-16 = 0% growth
 Accuracy total for 2014-15 to 2015-16 = 6.79% growth
 Reading growth total for 2014-15 to 2015-16 = 70% growth

Appendix item 5

CAASPP Results for 2015-16 School Year

2016 CAASPP ELA

Grade Level	Standard not met	Standard nearly met	Standard met	Standard exceeded
3	1	3		
4	6	2	4	2
5	4	2		
6	5	2		
7	4	1		1
8	1		3	
Total	21	10	7	3

Standard nearly met or better 20 (49%)

2016 CAASPP MATH

Grade Level	Standard not met	Standard nearly met	Standard met	Standard exceeded
3	1	2	1	
4	5	6	2	
5	7			
6	3	4		
7	3	2	2	

8	1	2	1	2
Total	20	16	6	2

Standard nearly met or better 24 (55%) Compiled 6-22-16 KCH

Appendix item 6

2016-17 LCAP Goals

Goal 1: The district will provide a high quality educational system to raise the academic achievement of ALL students.

1. Students will have a curriculum that is aligned to the California State Standards (CALIFORNIA STATE STANDARDS) and taught by FULLY CREDENTIALLED TEACHERS.
2. Students will continue to experience small class sizes.
3. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb and Dibels.
4. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by individual student, and by intervention sub-group.
5. Students will see the percentage of students in need of moderate intervention (yellow) and intense intervention (red) decrease.
6. Students in the 8th grade will use an online academic course provider for some of their subjects.
7. (Priority 4. Student Achievement) API not applicable in 2016-17.
8. ELL progress will be monitored and maintained.
9. (Priority 6. School Climate): Suspension rate will be below 5%.
10. Priority 6. School Climate): Maintain 0% Expulsion rate.
11. By June 2017 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS.

12. The students missing 10% or more in daily attendance or are tardy 20% or more of the time (per trimester) will get intervention and attendance goals will be set to improve attendance.
13. Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.
14. Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM)
15. Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS
16. Students will take the SBAC formative assessments.
17. Students will take the summative SBAC test.
18. 50% of students will perform at or above proficient on statewide assessments (SBAC summative and CELDT.)
19. (Priority 2. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS) 2014-15 Metric; Teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)
20. (Priority 4. Student Achievement.) Math and ELA/ELD (Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2016.
21. Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials.
22. Because Mountain Union School District 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.
23. A broad course of study offered for all students according to ed. code.

Goal 2: Improve learning conditions and facilities.

1. Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances.
2. The students will have adequate heating and cooling in all classrooms, gym and hallways.
3. Student and staff security in the school will be improved by replacing exterior doors and locks.

4. Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school.
5. Priority 1. Course Access. 2014-15 Metric; Overall Summary of Facility Conditions as reported in FIT will improve by at least 10%

Goal 3: Increase Parental Involvement

1. Parents will be informed of school events and needs through a weekly news bulletin.
2. The number of parents volunteering in classrooms at least one day, will be maintained at or above 5% of parents (1 in 20).
3. Parental input for purposes of making and improving LCAP goals will be solicited at least 3 times during the year.
4. Parents will be contacted through the use of a phone based school notification system.

Appendix item 7

Local Control Accountability Plan (LCAP) for the Mountain Union Elementary School District 2016—17

Goal 1: The district will provide a high quality educational system to raise the academic achievement of ALL students.

Goal 2: Improve learning conditions and facilities.



▲ Students will learn in an environment where no potentially toxic substances are present. ▲ There will be adequate heating and cooling in all classrooms, gym and hallways. ▲ Student and staff security in the school will be improved. ▲ Overall Summary of Facility Conditions as reported in FIT will improve by at least 10%.

▲ Curriculum aligned to California State Standards taught by fully Credentialed Teachers. ▲ Small class sizes. ▲ Pperiodic testing, outside of the classroom, in Math and ELA/ELD. 4. K-8 data generated will be used to monitor the academic achievement. ▲The number of students in need of moderate intervention (yellow) and intense intervention (red) will decrease. ▲Suspension rate will be below 5%. ▲0% Expulsion rate. ▲Attendance rate to remain at 95%. ▲Students with attendance or tardy problems will get attendance intervention. ▲Teachers will attend workshops on implementing Math, ELA/ELD, and NGSS. ▲Teachers and Principal will meet and discuss progress of all students. ▲Students will take CAASPP assessments. 50% of students will achieve "Standard Met". ▲Teacher knowledge and use of CALIFORNIA STATE STANDARDS will improve. ▲Student achievement will improve by 2% over previous year. ▲Teachers and Principal will explore new materials and curriculum. ▲ A broad course of study will be offered for all students according to ed. code. ▲Students in the 8th grade will use an online academic course provider for some of their subjects.



▲ Parents will be informed of school events and needs through a weekly news bulletin. ▲ The number of parents volunteering in classrooms at least one day, will be maintained at or above 5% of parents (1 in 20). ▲ Parental input for purposes of making and improving LCAP will be solicited at least 3 times during the year. ▲ Parents will be contacted through the use of a phone based school notification system.

Goal 3: Increase Parental Involvement