

**Introduction:**

**LEA:** Igo-Ono-Platina Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Rick Fauss, Superintendent, rfauss@rsdnmp.org, 530 225-0011 **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
District Meetings: Cabinet Meetings (Weekly) Curriculum & Instruction Mtg. (2/4) Leadership Meetings (Monthly) Development Meetings (9/28, 11/16, 12/3, 2/10, 2/26, 3/4, 3/10, 3/11, 3/14, 3/21, 4/11, 4/12, 4/13, 4/14) Mid-Year Study Session:	The results of the stakeholders meetings as well as LCAP development meetings identified the following common themes:  Music to be added to school curriculum Whiskeytown Environmental School Counselor for the students More access points to increase internet service area outside of the school building (example-parking lot)

<p>Stakeholder Input (Staff, Parents, Board Members, Students - 01/22)</p> <p>District Advisory Groups: DAC (9/17, 2/26, 5/5)</p> <p>Site Meetings: Staff Meetings School Site Council</p> <p>Union Consultation Meetings: CTA &amp; CSEA</p> <p>Surveys: Teacher Survey (1/04)</p> <p>Initial Public Hearing of LCAP Draft: Regularly Scheduled Board Meeting (06/13/16)</p> <p>Submitted for Board Approval: Regularly Scheduled Board Meeting (06/20/16)</p>	<p>Funding for 3rd teacher or part-time teacher Implement Teen Leadership course Professional development for teachers and staff Technology improvements Sports training equipment</p> <p>Many of these themes are supported in the actions section of the LCAP and are tied to desired expected measurable outcomes.</p>
<p><b>Annual Update:</b></p> <p>Stakeholders were notified of the mid-year study session and given opportunity to participate in the process. Personal invites went out to teachers, staff, administration, families, and community members through multiple means. Site administrators held follow-up meetings with parent groups based upon the mid-year study session and LCAP development discussions.</p>	<p><b>Annual Update:</b></p> <p>Communication with parents, staff and other stakeholders has helped guide the further development of the District LCAP. The engagement opportunities helped the District focus on those actions needing to be continued as well as additional actions in order to achieve goals aimed at improving student achievement.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the 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 1:</p>	<p>In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals in a clean, safe and functional environment, offering competitive wages with the support of ongoing professional development that improves the design and delivery of curriculum and assessment of the California State Standards.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
<p>Identified Need :</p>	<p>New state standards have identified a need within our instructional staff to learn a wide variety of instructional strategies that fully align with state standards. Stakeholders have also recognized the need to have materials aligned with new standards. Facilities in need of repair cause distractions to students and staff.</p>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC)
- Misassignments–Maintain 0%
- Pupils will benefit from state standards aligned materials. Text Sufficiency Resolution – Maintain 100%
- Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.
- Staff Survey – 5% Increase in Teachers stating they are more prepared
- (RCBM) Reading Fluency – 1% increase over previous years scores
- (AR STAR) Reading Comprehension – 1% increase over previous years scores
- CAASPP – 3% Increase over previous years scores
- (API) - Base to be determined in 2016-17
- EL Reclassification Rate – Maintain 5% or better reclassification rate
- EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.
- Master Schedule - All students have access to all courses as evidenced by school schedule.
- Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.
- Monthly Safety Inspections completed – Maintain monthly inspections
- Williams Report Findings – Maintain 0% findings
- Parent Survey Positive Responses – 1% increase in positive parent responses
- Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)
- Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost incurred.

<p>Conduct professional development to increase knowledge of CCSS, ELD and NGSS. Ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0105)  Object: (1110,3)  Base \$3,176</p>
<p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS, ELD and NGSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 8.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Restricted (4035)  Object (1112,3-5)  Title II \$1,000</p>
<p>Evaluate ELA materials for alignment to CCSS to determine if adoption is needed.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Restricted (4035)  Object: (1112,3)  Title II \$750</p>
<p>District Administration will perform monthly site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs.  Maintain annual maintenance account.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0754)  Object: (2-5)  Base \$15,500</p> <hr/> <p>Resource:  Restricted (8150)  Object: (5801)  Other \$500</p>
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>No additional cost incurred.</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (2110,3) Supplemental and Concentration \$48,238
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (4310,4510) Supplemental and Concentration \$21,600
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object (5800) Supplemental and Concentration \$1,500
Continued evaluation of services and materials needed in order to support English Learners.	All for this Goal	<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	Resource: Unrestricted (0709) Object: (4- 5) Supplemental and Concentration \$500

English proficient  
 \_ Other Subgroups:  
 (Specify)

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures.  
 (SARC)  
 Misassignments–Maintain 0%

Pupils will benefit from state standards aligned materials.  
 Text Sufficiency Resolution – Maintain 100%

Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.  
 Staff Survey – 5% Increase in Teachers stating they are more prepared  
 (RCBM) Reading Fluency – 1% increase over previous years scores  
 (AR STAR) Reading Comprehension – 1% increase over previous years scores  
 CAASPP – 3% Increase over previous years scores  
 (API) - Base to be determined in 2016-17  
 EL Reclassification Rate – Maintain 5% or better reclassification rate  
 EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.  
 Master Schedule - All students have access to all courses as evidenced by school schedule.

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.  
 Monthly Safety Inspections completed – Maintain monthly inspections  
 Williams Report Findings – Maintain 0% findings  
 Parent Survey Positive Responses – 1% increase in positive parent responses  
 Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)  
 Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration	All for this Goal	<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	No additional cost incurred.

		English proficient _ Other Subgroups: (Specify)	
Conduct professional development to increase knowledge of CCSS, ELD and NGSS. Ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.	All for this Goal	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0105) Object: (1110,3) Base \$3,243
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS, ELD and NGSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 8.	All for this Goal	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Restricted (4035) Title II \$1,000
Evaluate ELA materials for alignment to CCSS to determine if adoption is needed.	All for this Goal	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Restricted (4035) Object: (1110,3) Title II \$750
District Administration will perform monthly site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.	All for this Goal	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Resource: Unrestricted (0606,0754) Object: (2-5) Base \$15,500  Resource: Restricted (8150) Object: (5801) Other \$500

		(Specify)	
Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost incurred.
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (2110,3) Supplemental and Concentration \$49,251
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (4310,4510) Supplemental and Concentration \$20,200
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object (5800) Supplemental and Concentration \$1,500

<p>Continued evaluation of services and materials needed in order to support English Learners.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource: Unrestricted (0709) Object: (4- 5) Supplemental and Concentration \$500</p>
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC)
- Misassignments–Maintain 0%
- Pupils will benefit from state standards aligned materials. Text Sufficiency Resolution – Maintain 100%
- Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.
- Staff Survey – 5% Increase in Teachers stating they are more prepared
- (RCBM) Reading Fluency – 1% increase over previous years scores
- (AR STAR) Reading Comprehension – 1% increase over previous years scores
- CAASPP – 3% Increase over previous years scores
- (API) - Base to be determined in 2016-17
- EL Reclassification Rate – Maintain 5% or better reclassification rate
- EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.
- Master Schedule - All students have access to all courses as evidenced by school schedule.
- Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.
- Monthly Safety Inspections completed – Maintain monthly inspections
- Williams Report Findings – Maintain 0% findings
- Parent Survey Positive Responses – 1% increase in positive parent responses
- Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)
- Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Igo-Ono-Platina Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost incurred.

<p>Conduct professional development to increase knowledge of CCSS, ELD and NGSS. Ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0105)  Object: (1110,3)  Base \$3,311</p>
<p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS, ELD and NGSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 8.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Restricted (4035)  Title II \$1,000</p>
<p>Evaluate ELA materials for alignment to CCSS to determine if adoption is needed.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Restricted (4035)  Object: (1110,3)  Title II \$750</p>
<p>District Administration will perform monthly site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs.  Maintain annual maintenance account.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0606,0754)  Object: (2-5)  Base \$15,500</p> <hr/> <p>Resource:  Restricted (8150)  Object: (5801)  Other \$500</p>
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:</p>	<p>No additional cost incurred.</p>

		<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)	
Proved Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (2110,3) Supplemental and Concentration \$50,285
Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (4310,4510) Supplemental and Concentration \$17,600
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object (5800) Supplemental and Concentration \$1,500
Continued evaluation of services and materials needed in order to support English Learners.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource: Unrestricted (0709) Object: (4- 5) Supplemental and Concentration \$500

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Increase student achievement and decrease any gaps that exist among demographic groups through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communications.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Local measures show a low college attending/completion rate which facilitates a need for increased student knowledge of college requirements and career readiness/pathways connected to student learning. In order for college and career readiness to be impactful student engagement strategies need to create a safe, caring and orderly classroom for every child. To be both career and college ready there is a need for increased student ethical use of technology to communicate, collaborate, think critically, and create. Stakeholders have identified a need for improvement in greater parent communication and feedback opportunities.</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
- College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
- Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)
- Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.
- 6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.
- School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).
- Middle School Drop Out Rate – Maintain 0% drop-out rate.
- Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.
- Analytics of student tools – Base 2016 = ???
- Custom Metrics: Analytics of Student Tools
- Pupils will benefit from increased parent involvement with school and classroom electronic communications.
- Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 16,420
- Parent Survey Participation Rate – Increase 4% over previous years of 26% parent survey participation rate.
- Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.
- Chronic Absenteeism rate – Maintain at or under 2%
- Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
- Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
- Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%
- Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost to be incurred
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing 3 Staff Development Days.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Expense noted in previous goal

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Attain pacing guides aligned with CCSS.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$100
Increase activity and information on school website.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$1,000
Train teachers <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> Ongoing 3 Staff Development Days	All for this Goal	<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)	Expense noted in previous goal.
Provide access to tools <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbook</li> </ul>	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Restricted (5814) Object: (4-5) Base \$3,000 Other \$3,000

		(Specify)	
Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Restricted (4035) Object (5200) Title II \$500

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.</p> <p>College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.</p> <p>Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)</p> <p>Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.</p> <p>School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).</p> <p>Middle School Drop Out Rate – Maintain 0% drop-out rate.</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.</p> <p>Analytics of student tools – Base 2016 = ???</p> <p>Custom Metrics: Analytics of Student Tools</p> <p>Pupils will benefit from increased parent involvement with school and classroom electronic communications.</p> <p>Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 16,420</p> <p>Parent Survey Participation Rate – Increase 4% over previous years of 26% parent survey participation rate.</p> <p>Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.</p> <p>Chronic Absenteeism rate – Maintain at or under 2%</p> <p>Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions</p> <p>Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.</p> <p>Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%</p> <p>Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<input checked="" type="checkbox"/> All OR:	No additional cost to be incurred

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing 3 Staff Development Days.	All for this Goal	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense noted in previous goal
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Attain pacing guides aligned with CCSS.	All for this Goal	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$100
Increase activity and information on school website.	All for this Goal	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$1,000
Train teachers <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> Ongoing 3 Staff Development Days	All for this Goal	X All OR: _ Low Income pupils _ English Learners	Expense noted in previous goal.

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide access to tools <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbook</li> </ul>	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Restricted (5814) Object: (4-5) Base \$3,000 <hr/> Other \$3,000
Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Restricted (4035) Object (5200) Title II \$500

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
- College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
- Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)
- Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.
- 6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.
- School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).
- Middle School Drop Out Rate – Maintain 0% drop-out rate.
- Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.
- Analytics of student tools – Base 2016 = ???
- Custom Metrics: Analytics of Student Tools
- Pupils will benefit from increased parent involvement with school and classroom electronic communications.
- Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 16,420
- Parent Survey Participation Rate – Increase 4% over previous years of 26% parent survey participation rate.
- Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.
- Chronic Absenteeism rate – Maintain at or under 2%
- Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
- Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
- Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%
- Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost to be incurred
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing 3 Staff Development Days.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Expense noted in previous goal

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Attain pacing guides aligned with CCSS.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$100
Increase activity and information on school website.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object (5800) Base \$1,000
Train teachers <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> Ongoing 3 Staff Development Days	All for this Goal	<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)	Expense noted in previous goal.
Provide access to tools <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbook</li> </ul>	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Restricted (5814) Object: (4-5) Base \$3,000 <hr/> Other \$3,000

		(Specify)	
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Resource:                      Restricted (4035)                      Object (5200)                      Title II \$500</p>

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals in a clean, safe and functional environment, offering competitive wages with the support of ongoing professional development that improves the design and delivery of curriculum and assessment of the California State Standards.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                   COE only: 9 _ 10 _                   Local : Specify</p>	
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures                  State Metrics: Base of teachers appropriately assigned and fully credentialed, (Williams Reports)                   Pupils will benefit from Common Core aligned materials                  State Metrics: Statewide Assessments, API, Pupil access to standards aligned instructional materials, (Williams Reports)                  Custom Metrics: RCBM - Reading Fluency, AR STAR - Reading Comprehension                   Pupils will benefit from teachers increasing rigor &amp; relevance in their learning of CCSS, NGSS and ELD as measured by CAASPP                  State Metrics: Progress For English Fluency, EL Reclassification Rate                   Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions.                  District will perform monthly site inspections to review site conditions.                  State Metrics: Facilities maintained in good repair, (Williams Reports), Pupil access and enrollment in required courses of study                  Custom Metrics: Parent Survey - Positive Responses, Healthy Kid Survey, Staff Survey - Facilities</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Misassignments - Maintained 0% for 2015-16.                   Textbook sufficiency maintained at 100%.                   Staff Survey - 75% of teachers stated they were prepared.                   (RCBM) Reading Fluency - Increased 2%                   (AR Star) Reading Comprehension - Increased 1%                   CAASPP - 2014/15 ELA - 40%                   CAASPP - 2014/15 Math - 28%                   EL Reclassification Rate - Initial assessments only                   EL Pupils California English Development Test (CELDT) progress - Initial assessments only                   Monthly safety inspections - Completed monthly                   Williams report findings - 0% findings                   Parent survey positive responses - Decreased 2%                   Healthy Kids Survey (Feel safe) - No applicable data available                   Staff survey (Facilities clean, safe, functional) - Maintained at 50%</p>

	Master schedule - Site administration verified that all students have access to all required courses.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	No additional cost incurred. Expense built into Site Administrator annual wages.	Master schedules were reviewed. All students have access to a broad course of study.	No additional cost incurred. Expense built into Site Administrator annual wages.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
<u>X</u> 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)		<u>X</u> 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)					
Conduct professional development to increase knowledge of CCSS, ELD and NGSS. Ongoing 3 Staff Development Days for 3 Teachers. Conduct teacher collaboration to share effective instructional strategies aligned with CCSS.	Resource: Unrestricted (0105) Object: (1110,3) Base \$2,894	3 planned staff development days were held around gaining knowledge of the content listed. NGSS grade level collaboration training were also held during the year for all teachers.	Resource: Unrestricted (0105) Object: (1110,3) Base \$2,994				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
<u>X</u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<u>X</u> 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					

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Use Multiple Measures aligned to CCSS, ELD and NGSS. Develop and implement a plan for grades K through 5 and more emphasis on academic Common Core rigor in grades 6 through 8.	Review process for assessment Alignment. No additional cost – staff development days.	During 3 staff development days courses were developed to increase staff instructional effectiveness.	No additional cost – staff development days.
Scope of Service   All for this Goal <hr/> <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)		Scope of Service   All for this Goal <hr/> <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)	
Develop pacing guides aligned with CCSS.	Resource: Unrestricted (0105) Object: (1110,3) Base \$750	Pacing guides were developed through the partnership with the Redding S D.	No costs incurred.
Scope of Service   All for this Goal <hr/> <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)		Scope of Service   All for this Goal <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>District Administration will perform monthly site inspections to review site condition as defined in Ed Code. An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.</p>	<p>Resource: Unrestricted (0606, 0754) Object: (1,3, 4-5) Base \$16,000</p>	<p>The partnership Facilities and Operations Coordinator conducts monthly site inspections. As needs are determined appropriate actions are developed with an implementation schedule to address needs.</p>	<p>Resource: Unrestricted (0606, 0754) Object: (2-3, 4-5) Base \$15,700</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>No additional cost incurred</p>	<p>Site principal conducted continual reviews of site schedules and lesson content to ensure coverage of all identified subjects</p>	<p>No additional cost incurred</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provided Aide Support (2.2 FTE) for student Intervention – principally for the Low Income pupils, English Learners and Foster Youth.</p>	<p>Resource: Unrestricted (0709) Object: (2110,3) Supplemental and Concentration \$55,545</p>	<p>Aide support (1.69 FTE) was implemented.</p>	<p>Resource: Unrestricted (0709) Object: (2110,3) Supplemental and Concentration \$40,511</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Instructional materials aligned to CCSS. Supplemental materials to align to CCSS.</p>	<p>Resource: Unrestricted (0709) Object: (4310,3) Supplemental and Concentration \$8,000</p>	<p>CCSS aligned materials were purchased.</p>	<p>Resource: Unrestricted (0709) Object: (4310,3) Supplemental and Concentration \$7,743</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Chromebook 1 to 1 initiative. Maintain 4th &amp; 5th grades Chromebook initiative primarily to support technology access to Low Income pupils, English Learners and Foster Youth.</p>	<p>Resource: Unrestricted (0709) Object (4-5) Supplemental and Concentration \$4,000</p>	<p>1 to 1 personal computing devices were maintained for all 4th and 5th grade students. No additional purchases were necessary for the 2015/16 school year.</p>	<p>No additional cost incurred.</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide District ESL Coordinator & Support Team through New Millennium Partnership.	Resource: Unrestricted (0709) Object (5800) Supplemental and Concentration \$1,500	An ESL coordinator and support team was provided by the partnership with Redding S D and was made available as needed.	Resource: Unrestricted (0709) Object (5800) Supplemental and Concentration \$1,500
Scope of Service: All for this Goal <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All for this Goal <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continued evaluation of services and materials needed in order to support English Learners.	Resource: Unrestricted (0709) Object: (4- 5) Supplemental and Concentration \$500	Evaluation was completed and no additional materials were deemed needed for the 2015/16 school year.	No additional cost incurred.
Scope of Service: All for this Goal <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All for this Goal <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	There are no changes deemed necessary to be included in the 2016-17 LCAP. The District will continue to monitor the expected annual measurable outcomes throughout the year and make adjustments as needed.		

goals?
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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.

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Increase student achievement and decrease any gaps that exist among demographic groups through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communications.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8                   COE only: 9 _ 10 _                   Local : Specify</p>	
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.                  State Metrics: Pupil access and enrollment in required courses of study.                  Custom Metrics: Healthy Kid Survey, College-Going Culture Rubric</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.                  State Metrics: Attendance Rates, Middle School Dropout Rates</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.                  Custom Metrics: Analytics of Student Tools</p> <p>Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.                  State Metrics: Efforts to seek parent input, Promotion of parental participation                  Custom Metrics: Web Site Visits</p> <p>Pupils will benefit by 70% of CKH trained teachers implementing strategies.                  State Metrics: Chronic Absenteeism Rates, Pupil Suspension Rates, Pupil Expulsion Rates                  Custom Metrics: CKH Implementation, Teen Leadership Courses</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>College-going culture rubric - 100% scored 3 or better on the rubric.</p> <p>Healthy kids survey (Connected) - No applicable data available.</p> <p>Course access report including subgroups - Maintained 100% course access as represented in the Master Schedule.</p> <p>School attendance rates - 95.02%</p> <p>Middle school drop-out rate - 0%</p> <p>Analytics of student tools - No applicable data available at this time.</p> <p>Website visits - Decreased 92% to 1323 unique views.</p> <p>Parent survey participation rate - Decreased 1% to 23%.</p> <p>Chronic absenteeism - Maintained 1%</p> <p>Suspension rate - Decreased 3% to 3%</p> <p>Pupil expulsion rate - 0%</p> <p>Capturing Kids Hearts (CKH) strategies - Maintained</p> <p>Teen Leadership courses implemented (Middle School) - 0%</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	No additional cost to be incurred	Office staff tracked attendance daily and initiated calls to parents of absent students.	No additional cost incurred
Scope of Service: All for this Goal <hr/> <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)		Scope of Service: All for this Goal <hr/> <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)	
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Ongoing Staff Development Days for 3 Teachers.	Expense noted in previous goal	3 staff development days are included in the school year calendar. Staff attended trainings that included college and career awareness.	No additional cost incurred
Scope of Service: All for this Goal <hr/> <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)		Scope of Service: All for this Goal <hr/> <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)	
Provide staff training on student goal setting. Provide student assessments for awareness of self, interests, and aptitude. Develop pacing guides	Expense noted in previous goal	Teachers attended staff development day training's that included information regarding student goal setting and student assessments for awareness of	No additional cost incurred.

aligned with CCSS.		self, interests and aptitude..					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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)	Scope of Service	All for this Goal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
<p>Improve parent communication and engagement through the use of School Messenger.</p>	<p>Resource: Unrestricted (0163) Object (5800) Base \$100</p>	<p>Parent communication was improved by the implementation of the School Messenger system.</p>	<p>Resource: Unrestricted (0163) Object (5800) Base \$103</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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)	Scope of Service	All for this Goal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
<p>Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Increase activity and information on school website.</p>	<p>Resource: Unrestricted (0163) Object (5800) Base \$1,000</p>	<p>This action is combined with a following action.</p>	<p>Cost included in a following action.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	All for this Goal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: none;">All for this Goal</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Train teachers  <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> Ongoing 3 Staff Development Days for 3 Teachers</p>	<p>Expense noted in previous goal</p>	<p>Teachers attended staff development days throughout the school year.</p>	<p>No additional cost incurred.</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide access to tools  <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbooks</li> </ul> Instructional software</p>	<p>Resource:  Unrestricted (0163)  Object: (4-5)  Base \$6,000</p> <p>Resource:  Restricted (5814)  Object: (4-5)  Other</p>	<p>This action as well as the previous action work in coordination with each other to provide students and parents additional access to the school through the use of tools such as School Messenger, Aeries Gradebook, and the school website.</p>	<p>Resource:  Unrestricted (0163)  Object: (4-5)  Base \$800</p> <p>Resource:  Restricted (5814)  Object: (4-5)  Other \$190</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
Develop vertically aligned skill based curriculum. Develop pacing guides aligned with CCSS.		Expense noted in previous goal.	Pacing guides aligned to CCSS were developed through the partnership with the Redding S D.	No additional cost incurred.
Scope of Service	All for this Goal		Scope of Service	All for this Goal
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies		Resource: Restricted (4035) Object (5200) Title II \$800	Teachers were trained in the Capturing Kids Hearts program provided by the Flippen Group.	Resource: Restricted (4035) Object (5200) Title II \$665
Scope of Service	All for this Goal		Scope of Service	All for this Goal
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There are no changes deemed necessary to be included in the 2016-17 LCAP. The District will continue to monitor the expected annual measurable outcomes throughout the year and make adjustments as needed.		

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:	<u>\$71,299</u>
<p>The Igo-Ono-Platina Union School District is budgeted to receive approximately \$71,299 in the supplemental and concentration grant portion of the Local Control Funding Formula (LCFF) supporting 63.64% of our student population. A significant portion of these funds are spent to keep the adult to student ratio at a place where students will benefit from frequent interaction with those who are trained to design and deliver great curriculum and make the most impact on learning.</p> <p>Giving all of our students an equal opportunity for success is a theme throughout our Local Control Accountability Plan (LCAP). At any point of the day you will find several aides assisting our three teachers to implement our intervention program to ensure that all students are taught the skills necessary to reach State Standards. Staff development is critical to the success of our program. Teachers are trained through a comprehensive staff development program in concert with our partner, the Redding School District. Then the teachers give training to support staff that makes it possible to impact more students through our intervention program.</p> <p>We are excited that a new high-speed Internet connection is coming to the Igo School for usage during the 2016-17 year at no cost to the district. This will enable us to adequately use modern technology to enhance teaching and learning opportunities that are not currently available. We are hopeful that our Platina School will gain some benefit from this connection, but that has not been determined at this time.</p> <p>There are two overarching elements of the LCAP that provide a framework for making all other elements effective. First, we continue to support a common collaboration time each week for our teachers to look at data that helps us monitor student progress and adjust teaching strategies whenever the current methods are not successful. It is our goal to know each student by name and by need. Secondly, each teacher is trained in a program called Capturing Kids’ Hearts that gives us the necessary skills that increase student engagement and help staff make significant connections with students. We believe that if we don’t capture their hearts, we will have an increasingly difficult time helping them achieve academically.</p>	

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

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

12.7	%
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The district plans to spend \$71,299 to provide the services described above. These services will be provided district-wide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	97,089.00	70,206.00	100,364.00	100,044.00	98,546.00	298,954.00
Base	26,744.00	19,597.00	22,776.00	22,843.00	22,911.00	68,530.00
Other	0.00	190.00	3,500.00	3,500.00	3,500.00	10,500.00
Supplemental and Concentration	69,545.00	49,754.00	71,838.00	71,451.00	69,885.00	213,174.00
Title II	800.00	665.00	2,250.00	2,250.00	2,250.00	6,750.00
						2,250.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	5,600.00	0.00	77,364.00	77,044.00	75,546.00	229,954.00
	5,600.00	0.00	77,364.00	77,044.00	75,546.00	229,954.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	5,600.00	0.00	77,364.00	77,044.00	75,546.00	229,954.00
	Base	100.00	0.00	4,276.00	4,343.00	4,411.00	13,030.00
	Supplemental and Concentration	5,500.00	0.00	71,338.00	70,951.00	69,385.00	211,674.00
	Title II	0.00	0.00	1,750.00	1,750.00	1,750.00	5,250.00

**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).