

**Introduction:**

**LEA:** Grass Valley School District **Contact (Name, Title, Email, Phone Number):** Eric Fredrickson, Superintendent, efredrickson@gvsd.k12.ca.us, 5302734483 **LCAP Year:** 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>On August 11, 2014, at the beginning of the school-year district meeting for certificated and classified employees, the superintendent provided information regarding the new Local Control Funding Formula (LCFF) and what first year LCAP goals would be implemented. The superintendent provided a description of the Eight State Priorities and solicited staff input regarding these priorities.</p>	<p>This outreach effort provided valuable information regarding the new LCFF and LCAP requirements to the district employees. After hosting this meeting numerous staff provided feedback to the administration that was helpful in the development the LCAP goals.</p>
<p>On November 14, 2014, January 23, 2015, February 27, 2015, and March 13,</p>	<p>During these sessions with the GVTA representatives identified the following</p>

2015, the superintendent met with the Grass Valley Teacher's Association to "Meet and Confer" regarding the LCAP. During these Interest Based Bargaining sessions the superintendent reviewed the Eight State Priorities and conducted a needs assessment regarding these priorities. GVTA members assisted in the development of a revised LCAP survey for the certificated staff.

At the December 9, 2014 governing board meeting, the superintendent shared the eight state priorities with the board and solicited board and community input regarding the needs of the District in relation to the state priorities.

On January 26, 2015, the superintendent met with all of the district's certificated staff to review a draft of the LCAP progress report. He reviewed the three year goals and solicited input from the staff

Parents attending the District English Learner Advisory Council (DELAC), on February 2, 2015, participated in a discussion of the Eight State Priorities and then took the LCAP Parent Survey in Spanish.

needs:

Conditions of Learning: Identified the need for additional professional development, to reinstate the professional development set aside for teachers to choose professional development training.

School facilities: Seek ways to appropriately secure the computers, ipads, and other technology located in the classrooms, increase school site and classroom security, expand alarm systems at all sites, blinds to cover windows during lockdown, signage, and playground upgrades

Pupil Achievement: Identified strategies to improve student achievement such as DIBELS, fluency testing, Read Naturally Live, BPST 4, and ESGI. Identified the need to select curriculum adoptions that have a tech component. Encouraged the need for Instructional Assistants in classrooms to support eligible pupils. Continued support for small class sizes. The need for a strategic common planning time to address needs of targeted students. Provide targeted interventions. Track eligible groups through Lexia and ST Math and create a remediation plan. Implement a study skills program. Create an "At Risk" classroom at the elementary schools that is similar to the Aviator program at Gilmore. Provide additional counseling support at all sites. Improve the performance at county-wide academic tournaments by providing replacement math units prior to tournaments.

Other Pupil Outcomes: Replace the current Student Data Analysis System. Purchase off-the-shelf assessments such as SAM and SALLI to measure student performance.

School Climate: Create an "At Risk" classroom at the elementary schools that is similar to the Aviator program at Gilmore. Hire additional counseling support at all sites.

This communication with the governing board provided a better understanding of the process for both the board and community. It also provided additional information and guidance for the superintendent in the development of the LCAP.

Provided additional input in the development of the progress report and clarification regarding the staffs commitment to the three year plan.

Input from this survey and this meeting was used in the development of the annual progress report and will be reviewed by the District Advisory Committee in the development of the 2015-2018 LCAP.

During the week of February 17th, the District's Certificated Staff participated in taking the District LCAP Survey for Certificated Staff. The survey focused on gathering input regarding the Eight State Priorities.

Key Comments and Concerns:  
Supports for extremely disruptive students  
Concerns about Scotten facilities, need for age appropriate playground equipment at Gilmore  
Additional training in the newly adopted math curriculum  
Need training in English Language Development  
Additional Support needed in student intervention programs  
Desire to have additional support in the classroom with Instructional Assistants  
The need for adopted Common Core materials in English Language Arts  
The need for professional development time to implement the Common Core State Standards  
More assistance in the development of benchmark assessments  
Additional forms of communication to involve and connect with parents

During the week of February 24th, all district parents were contacted via phone and email using the School Messenger Communication System, and by a written notification, to seek their input by asking them to participate in the LCAP Parent Survey. Parents were provided the opportunity to take the survey via the link on the district website or complete a paper copy that was sent home with the written notification.

Key Comments and Concerns:  
Security of the campuses from strangers and non-school personnel and the openness of the campuses  
Overall upkeep of the school facilities  
Bullying Concerns  
Communication to parents

During the week of February 24th, students in grades three through eight at the Bell Hill Academy, Margaret Scotten Elementary School, and Lyman Gilmore Middle School, participated in the online LCAP Student Survey.

Key Comments and Concerns  
Bullying  
Student and staff relationships  
Needing more time to eat their lunch and play  
The lack of and condition of the playground equipment  
Desiring more hands on instruction in class

On March 4, 2015, the superintendent met with all of the district's classified staff to review a draft of the LCAP progress report. He reviewed the three year goals and solicited input from the staff

Provided additional input in the development of the progress report and clarification regarding the staffs commitment to the three year plan. It also encouraged the staff to participate in the LCAP Survey.

During the week of March 6th, the District's Classified employees participated in taking the District LCAP Survey for Classified Staff that focused on the Eight State Priorities.

Key Comments and Concerns:  
Conditions of the school facilities  
The need for professional development and training time  
A parent volunteer and outreach coordinator to improve parent involvement  
Additional security on campuses

On March 23, 2015, the District Advisory Committee, comprised of teachers, classified staff, parents, students, administrators, a governing board member, and community members met to review all of the data collected from the surveys and input gathered from stakeholder meetings. The superintendent also presented the LCAP Progress Report. During this meeting the committee began to identify the top needs for the LCAP.

On April 20, 2015, the District Advisory Committee, met for a second time to review the Student LCAP surveys, and the revised LCAP Progress Report.

The committee provided input regarding the revisions needed to the LCAP progress report. They also began to identify the needs for the 2015-2018 LCAP based on reviewing the Staff and Parent Surveys.

After reviewing the surveys and information from the March 23rd meeting and reviewing the student surveys and revised LCAP progress report, the committee identified the key areas of focus that should be addressed in the 2015-18 LCAP. The following key areas of need were identified:

Goal #1: All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts

- ELD Training
- Language Arts Program
- Classified Training
- 6th, 7th, 8th grade levels not receiving STEAM unless in tournament (1st year of program)
- 5th grade more geared toward curriculum, focused in to 5th grade needs
- 4th grade continue to develop STEAM program
- Increasing access
- Integrating STEAM in to the curriculum, consider delivery
- Move forward with STEAM with more teacher training
- Need a plan and time to develop the plan
- Integrate STEAM with current standards
- Will continue to keep moving forward
- Provide access to accelerated and enhances learning programs for all students (make a major goal)
- Additional training in Go Math / Math adoption for staff
- Continue to develop and implement materials for ELA/ELD

Goal #2: Students will receive academic and behavior support

- Counselor hired has been able to provide small group support
- Gilmore counselor has been awesome, targeting the correct group of students
- Doing parent outreach
- Doing a great job on this goal
- Behaviors still out there, has not completely gone away

- Law prohibits suspension of disruptive behavior in K through 3rd grade
- Studies show sending students home does not change the behavior
- Workshop for staff training
- How do we form a cohesive school climate where kids feel not bullied
- How do we make sure the parents are involved in the behavior process with new laws
- Parenting classes, continue to look at how we build our community, safety net
- Who is out during recess time to give emotional support, more support needed
- Continued support staff needs
- Building connections with staff and motivating to come to school
- Social interaction groups with counselor
- Gilmore needs more structured activities during recess, games, equipment etc.

Goal #3: All students will increase proficiency in Mathematics and Language Arts through quality instruction in the Common Core State Standards and intervention support services

- Combine with Goal #1 and 3, take a portion of #3 and move to goal #2, (3rd bold section related to intervention)
- More collaboration between the intervention staff
- Examine the effectiveness of Title I, clarity on how students are selected for this support
- Training for K-2 Instructional Aides, how effective is there time being used
- Added aides for recess time
- Schedule flexibility and how intervention is delivered, targeted time that does not interfere with other academics
- Effective collaboration time
- Effective monitoring systems for student progress

Goal #4: All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school

- Board developing District vision based on Facility Master Plan
- Bullying
- Activities for student during down time
- Provide playground/equipment at Gilmore
- Openness of campuses and lack of fences



- Signage
- Gates
- Increased level of communication for improved parent involvement, school climate
- Cameras at Bell Hill
- Stronger PTC, increased parent involvement supporting the schools
- Outreach Liaison
- Eagle Eyes at Scotten
- Outreach through websites
- Grass Valley School District App needed
- Intervention Assistants (trained)
- Intervention Assistants for Behaviors
- Level II Intervention – PBIS
- Elementary level training for supervision time
- Steps to Respect / Second Step (new version available) / Materials for staff
- Placement of staff where needed related to data
- Instructional Aides Job Description – Review and Update
- Structured recess
- Aides district or site level use determination, allocation change for next year (measurable)

On June 1st, the District Advisory Committee met for a third time to review the draft of the LCAP document.

Based on the information gathered at the April 20, 2015 meeting, it was determined to combine goals 1 and 3 and continue to move forward with goals 2 and 4.

After presenting the draft of the 2015-2018 LCAP, the committee recommended the following modifications:

1. That the district add a position of an English Language Development Coordinator to assist in the implementation of the new ELD program, EL Achieve.
2. Increase the number of classified Para-Professional hours at Bell Hill Academy due to increased enrollment.
3. Accelerate the timeline for the creation of a Para-professional Recess Support staff, but implementing the program in year one rather than year two.

After addressing the modifications listed above, the District Advisory Committee members reached consensus on approving the 2015-18 LCAP draft.

On June 9th, a public hearing was held for the LCAP document at a regularly scheduled school board meeting.

On June 16th, the LCAP document was approved by the governing board.

There was discussion during the Public Hearing regarding the need to make a small modification to the new ELD coordinator position. It was recommended that the position also help coordinate the upcoming changes to the English Language Arts program thus changing the title of the position to an ELA/ELD Coordinator. Based upon this input the plan was modified to reflect these suggestions.

No further changes were suggested or made to the LCAP during this open session board meeting.

**Annual Update:**

The District Leadership Team met on February 10, 2015 and March 18, 2015 to record progress of the 2014/15 goals at each school site and the LEA. A Google Doc progress monitoring tool was developed and used by the Leadership Team to report progress toward the 2014/15 LCAP goals.

At the December 9, 2014 and the March 10, 2015 board meetings the 1st and 2nd interim budget reports were presented. During this presentation the 2014/15 LCAP progress of goals were reported to the general public and the

**Annual Update:**

The impact of meeting with this group of stakeholders resulted in the following actions:

1. More coordination and support for the teachers in developing benchmark assessments in Mathematics and English Language Arts
2. Worked with the district technology and data specialists in implementing Illuminate data program to provide updated data for teachers in collaboration.
3. Realized that schools did not reach the .5% increase in student attendance goal. More focus will be made in achieving this goal in 2015/16.
4. A clearer vision will be developed for the STEAM program at Gilmore for the 2015/16 school year.
5. Two optional professional development days were offered to the district certificated and classified staff to participate in a training on building a positive school culture. The goal of the training is to assist the staff in increasing empathy for the students that we serve in our district. Based upon the first day of training, the staff will spend the second day developing an implementation plan for the 2015/16 school year.
6. Based upon the success re-designation rate of 17% of our EL students on the CELDT, there was support to continue the current program outlined in the 2014/15 LCAP.
7. Promoting the implementation of the PBIS at Bell Hill and Gilmore after reviewing the SWIS data from Scotten which demonstrated very positive results.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Provided guidance for the governing board and administration in allocating

Governing Board.

Met with the Grass Valley Teacher Association IBB Team members each month during the 2014/15 school year. During these meetings the team reviewed the LCAP progress, made modifications to the Certificated LCAP survey for 2014/15, reviewed the results of the Survey, provided additional feedback from their bargaining unit members and discussed the issues that were generated at the March and April District Advisory Committee meetings.

Met with district stakeholders in the District Advisory Committee on March 23, 2015 and April 20, 2015. During these meetings we reviewed the LCAP progress report, and the 2015 LCAP surveys. Based on this information the committee discussed needed changes in the LCAP and identified district needs.

Met with the District ELA/ELD Committee on February 11, 2015 and April 15,

resources to implement the goals and actions identified in the 2014/15 LCAP.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Identified the need to provide additional staff development in the area of mathematics.
2. Adding an additional day to the teachers 2015/16 contract for professional development.
3. District and Association came to an agreement to align salary negotiations with LCAP timeline, reaching an agreement in the spring for each upcoming year.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Combining Goal #1 and Goal #3, tying together the instructional materials and strategies to teach the Common Core State Standards in Mathematics and English Language Arts/English Language Development and the level of student proficiency in obtaining these standards.
2. Changing the way the district provided intervention support with classified employees. Rather than assigning a traditional Assistant to a grade level the district will not allocate hours for trained Para-professional intervention assistants to each school site. Each school site will distribute these resources based upon the needs identified in the Single Plan for Student Achievement.
3. To further provide security at all of our district school sites it was determined to install security cameras at Bell Hill Academy.
4. Continue to provide intervention services that were provided in the 2014/15 LCAP
5. Emphasized the importance of expanding the parent outreach efforts, but creating a community Liasion position in the district.
6. The need to develop age appropriate playground equipment and activities at Lyman Gilmore Middle School.
7. Providing a recess support aide to assist students in their social interactions with other students during recess.
8. The need to create a committee to examine the effectiveness of the current Title I intervention programs and provide clarity on how students are selected for support.

The impact of meeting with this group of stakeholders resulted in the following

2015. During these meetings we discussed the current services provide to EL students and the status of ELA/ELD instruction and materials being provided for all students.

Met with the classified staff and site level representatives on February 19, 2015 and March 4, 2015. During these meetings we reviewed the LCAP progress, made modifications to the Classified LCAP survey for 2014/15, reviewed the results of the Survey, provided additional feedback from their members.

actions:

1. The need to implement a ELD program, a sub committee of this group attended an implementation workshop sponsored by EL Achieve and learned more about this EL program. This sub committee recommended that the district implement this program in the district starting next school year.
2. Outlined a ELD training plan for district staff for the 2015/16 LCAP.
3. Developed a timeline for implementing the adoption of ELA/ELD materials.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Increased the number of training opportunities for the classified staff.
2. Continued to provide the behavior support and academic intervention programs outlined in the 2014/15 LCAP.
3. Increased the amount of classified student intervention support services.
4. Increased custodial and maintenance employees during the 2014/15 school year to meet the goal of providing a school environment that is clean, safe, and conducive for learning.

**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>All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts and will increase proficiency in these areas through quality instruction and intervention support services</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>There is a need to fully implement the Common Core State Standards in Mathematics and Language Arts and insure that all students demonstrate increased proficiency.</p> <p>Metric(s):</p> <ul style="list-style-type: none"> <li>Student results on SBAC and District Benchmark Assessments</li> <li>Percentage of students proficient on District and Individual Classroom Teacher Benchmark Assessments</li> <li>Percentage of English Learner (EL) students re-designated on the annual California English Language Development Test (CELDT), or California designated equivalent</li> <li>Highly Qualified Teachers Mis-assignment Audit</li> <li>Academic Performance Indicator (API) results</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: Bell Hill Academy, Scotten, and Gilmore</p> <hr/> <p>Applicable Pupil Subgroups: All</p>	



**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> <li>1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements</li> <li>2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher</li> <li>3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned mathematics textbooks, and teacher developed and supplemental standards aligned Language Arts materials.	K-8	<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>Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$10,000</p> <p>Purchase standards aligned supplemental materials for English Language Arts instruction 4000-4999: Books And Supplies Lottery - 6300 \$5,000</p>
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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>Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes and Global Studies Enrichment classes will continue to be provided for all Kindergarten through 5th grade students, under the direction of a STEAM and GSE Coordinators 2000-2999: Classified Personnel Salaries Base \$20,000</p> <p>Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation</p>

			<p>for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will be provided to all students in grades 6-8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$50,000</p>
District staff will participate in professional development to support them in the implementation of the newly adopted mathematics curriculum	K-8	<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>Increase the number of professional development days by increasing the number of work days in the teacher's contract. 1000-1999: Certificated Personnel Salaries Base \$105,000</p> <p>Continue to provide teacher collaboration time through early release days, common prep time, STEAM for grades K-5 5700-5799: Transfers Of Direct Costs Title II \$370,000</p> <p>Provide professional development for classified para professional intervention support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students	K-8	<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>Continue to provide technology hardware, applications, and software 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$301,000</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$53,000</p>
Students with disabilities will participate in general education to the maximum extent possible. Educational needs in mathematics and language arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services	K-8	<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Special Education staff will continue to be provided. 1000-1999: Certificated Personnel Salaries Special Education \$1,1000.00</p> <p>Special Education staff will continue to be provided. 2000-2999: Classified Personnel Salaries Special Education \$361,000</p>
Students will receive English Language Development instruction and intervention services	K-8	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>The ELA/ELD district committee will begin the implementation of a researched-based ELD program with the goal of purchasing and implmenting the program 4000-4999: Books And Supplies One-Time Funds \$20,000</p> <p>Provide ELD training for certificated and classified staff 5700-5799: Transfers Of Direct Costs One-Time Funds \$10,000</p>

		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$207,000</p> <p>English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies One-Time Funds \$20,000</p> <p>Provide an ELA/ELD Coordinator during the training/implementation phase of the ELA/ELD adoption 1000-1999: Certificated Personnel Salaries One-Time Funds \$82,248</p>
<p>The ELA/ELD Committee will begin the ELA/ELD textbook adoption process.</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Professional Development costs and committee member release time 1000-1999: Certificated Personnel Salaries Title II \$5,000</p>

**LCAP Year 2: 2016/17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> <li>1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements</li> <li>2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher</li> <li>3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned Mathematics textbooks and materials	K-8	<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)	Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$10,000
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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)	Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes and Global Studies Enrichment classes will continue to be provided for all Kindergarten through 5th grade students, under the direction of a STEAM and GSE Coordinators 1000-1999: Certificated Personnel Salaries Base \$20,000  Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation

			<p>for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6-8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
District staff will continue to participate in professional development to support them in the implementation of the mathematics curriculum and the new English Language Arts instructional materials	K-8	<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>Continue to fund and support the additional days added to the contract and determine if additional days are needed. 1000-1999: Certificated Personnel Salaries Base \$38,000</p> <p>Continue to provide teacher collaboration time through early release days and common prep time 1000-1999: Certificated Personnel Salaries Base \$372,000</p> <p>Provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students	K-8	<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>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$305,000</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$54,000</p>
Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services.	K-8	<input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	<p>Special Education staff will continue to be provided - Certificated \$982,000  1000-1999: Certificated Personnel Salaries Special Education \$1,200,000</p> <p>Special Education staff will continue to be provided - Classified \$301,000  2000-2999: Classified Personnel Salaries Special Education \$362,000</p>
Students will continue to receive English Language Development instruction and intervention services	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	<p>A researched-based ELD program will continue to be implemented</p> <p>ELD training for certificated and classified staff will continue to</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	be provided 1000-1999: Certificated Personnel Salaries Title II \$10,000 <hr/> English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$208,000 <hr/> English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$5,000 <hr/> Provide an ELA/ELD Coordinator during the training/implementation phase of the ELA/ELD adoption 1000-1999: Certificated Personnel Salaries One-Time Funds \$85,426
As part of the ELA/ELD textbook adoption process selected classrooms will pilot programs	K-8	<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)	

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> <li>1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements</li> <li>2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher</li> <li>3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned Mathematics	K-8	<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)	Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$5,000
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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)	Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes and Global Studies Enrichment classes will continue to be provided for all Kindergarten through 5th grade students, under the direction of a STEAM and GSE Coordinators 2000-2999: Classified Personnel Salaries Base \$20,000  Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation

			<p>for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6- 8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
District staff will continue to participate in professional development to support them in the implementation of the mathematics curriculum and the new English Language Arts instructional materials	K-8	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to fund and support the additional days added to the contract and determine if additional days are needed. 1000-1999: Certificated Personnel Salaries Base \$38,000</p> <p>Continue to provide teacher collaboration time through early release days and common prep time 1000-1999: Certificated Personnel Salaries Base \$372,000</p> <p>Continue to provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students	K-8	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$304,000</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$55,000</p>
Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services	K-8	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel Salaries Special Education \$1,300,000</p> <p>Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries Special Education \$365,000</p>
Students will continue to receive English Language Development instruction and intervention services	K-8	<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>A researched-based ELD program will continue to be implemented</p> <p>ELD training for certificated and classified staff will continue to be provided 1000-1999: Certificated Personnel Salaries Title II</p>



		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>\$20,000</p> <p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$209,000</p> <p>English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Provide an ELA/ELD Coordinator during the training/implementation phase of the ELA/ELD adoption 1000-1999: Certificated Personnel Salaries One-Time Funds \$88,746</p>
<p>Adopt Standards Aligned English Language Arts/English Language Development textbooks and materials</p>	<p>K-8</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Adopt Standards Aligned English Language Arts/English Language Development textbooks and materials 4000-4999: Books And Supplies One-Time Funds \$300,000</p>

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

GOAL 2:	Students will receive academic and behavior support.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	<p>Need:</p> <p>There is a need to increase student behavior supports to ensure that the school climate is safe, caring, encourages students to attend school, and is conducive for learning.</p> <p>There is a further need to provide academic intervention services for students who are not making adequate yearly progress in proficiency.</p> <p>Metrics:</p> <p>Annual LCAP Surveys: Compare the percentage of responses relating to this need with the previous year's survey</p> <p>Data from School-wide Information System (SWIS), discipline logs and suspension and expulsion rates</p> <p>Results from the California Healthy Kids Survey</p> <p>P2 Average Daily Attendance Report</p> <p>School Attendance Review Board (SARB) Referrals</p> <p>Middle School Dropout Rates</p> <p>Student results on SBAC and District Benchmark Assessments</p> <p>Percentage of students proficient on District and Individual Classroom Teacher Benchmark Assessments</p> <p>Percentage of English Learner (EL) students re-designated on the annual California English Language Development Test (CELDT), or California designated equivalent</p> <p>Academic Performance Indicator (API) results</p> <p>Since our district is a K-8 district we are not measuring the following measurements:</p> <ol style="list-style-type: none"> <li>1. High school drop out rates</li> <li>2. High school graduation rates</li> </ol>
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Goal Applies to:	Schools: Bell Hill Academy, Scotten Elementary, Gilmore Middle School <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

- The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)
- The average daily attendance (ADA) for students will increase by 0.5%, as measured on P2 Attendance Report.
- The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.
- Maintain below a 1% Middle School drop out rate.
- Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.
- 5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT).
- Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.
- Meet or exceed Academic Performance Indicator (API) growth target as applicable

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will receive behavior and support services.	K-8	<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)	PBIS implementation and training 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000
Students will continue to be provided academic Intervention support by intervention staff and supplemental materials	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Response to intervention period will continue to be provided for grades 6-8. 1000-1999: Certificated Personnel Salaries Base \$79,000  Para professional Intervention Support Staff will be provided 42 hours per day for Scotten School, and 21 hours per day for Bell Hill Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$206,000  Maintain 100% Highly qualified teachers with no misassignments. 1000-1999: Certificated Personnel Salaries Base \$5,500,000  Maintain sufficiency in standards aligned instructional material 4000-4999: Books And Supplies Lottery - 6300 \$40,000  Continue to provide a half-time Special Education teacher 1000-1999: Certificated Personnel Salaries Special Education \$47,000  Certificated intervention staff 1000-1999: Certificated

<p>Students with significant academic deficiencies and/or significant behavior issues will be provided targeted intervention services</p>	<p>5-8</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  Special Education</p>	<p>Personnel Salaries Title I \$67,000</p> <hr/> <p>Certificated staff for a self-contained student support classroom for students in grades 5-8. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$73,000</p> <hr/> <p>Classified staff for a self-contained student support classroom for students in grades 5-8. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$38,000</p>
<p>Students with severe academic and behavior difficiencies will be provided specific intervention</p>	<p>K-4</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)  Special Education</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$65,000</p> <hr/> <p>PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$106,000</p> <hr/> <p>PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$40,000</p>
<p>Provide support for students who struggle with social relationships and behavior during recess</p>	<p>K-6</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>Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$12,000</p>

**LCAP Year 2: 2016/17**

Expected Annual Measurable Outcomes: The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)  
 The average daily attendance (ADA) for students will increase by 0.5%, as measured on P2 Attendance Report.  
 The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.  
 Maintain below a 1% Middle School drop out rate.  
 Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.  
 5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT).  
 Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.  
 Meet or exceed Academic Performance Indicator (API) growth target as applicable

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students will continue to be provided with Behavior Support Services	K-8	<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)	PBIS implementation and training 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000
Students will continue to be provided academic Intervention support by intervention staff and supplemental materials	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Response to intervention period will continue to be provided or grades 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000 Para professional Intervention Support Staff will be provided 54 hours per day for Scotten School, and 27 hours per day for Bell Hill Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$250,000 Continue to maintain 100% Highly Qualified teachers with no misassignments 1000-1999: Certificated Personnel Salaries Base \$5,800,000 Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$40,000 Continue to provide half-time Special Education teacher 1000-1999: Certificated Personnel Salaries Special Education \$50,000

			Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide certificated staff for a self-contained student support class room for students in grades 5-8 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$78,000 Continue to provide Classified staff for a self-contained student support class room for students in grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$40,000
Students with severe academic and behavior deficiencies will continue to be provided specific intervention	K-4	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$68,000 PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$107,000 PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$45,000
Continue to provide support for students who struggle with social relationships and behavior during recess	K-6	<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)	Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration 15,000

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

- The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)
- The average daily attendance (ADA) for students will increase by 0.5%, as measured on P2 Attendance Report.
- The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.
- Maintain below a 1% Middle School drop out rate.
- Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.
- 5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT).
- Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.
- Meet or exceed Academic Performance Indicator (API) growth target as applicable

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students will continue to be provided with Behavior Support Services	K-8	<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)	PBIS implementation and training 1000-1999: Certificated Personnel Salaries Base \$2,000
Students will continue to be provided academic Intervention support by intervention staff and supplemental materials	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Response to intervention period will continue to be provided for grades 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000 Para professional Intervention Support Staff will be provided 66 hours per day for Scotten School, and 33 hours per day for Bell Hill Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$265,000 Continue to maintain 100% Highly Qualified teachers with no misassignments 1000-1999: Certificated Personnel Salaries Base \$5,800,000 Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$40,000 Continue to provide half-time Special Education teacher 1000-1999: Certificated Personnel Salaries Special Education \$50,000

			Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Continue to provide Certificated staff for a self-contained student support class room for students in grades 5-8 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,000  Continue to provide Classified staff for a self-contained student support class room for students in grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$60,000
Students with severe academic and behavior deficiencies will continue to be provided with specific interventions	K-4	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$70,000  PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$107,000  PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$75,000
Continue to provide support for students who struggle with social relationships and behavior during recess	K-6	<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)	Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration 15,000

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



<p>GOAL 3:</p>	<p>All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 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>Need:                  There is a need to maintain district facilities to ensure that the facilities are safe, and conducive for learning.                  There is a further need to provide further outreach to parents and community to support student learning                  Metrics:                  Annual LCAP Surveys: Compare the percentage of responses relating to this need with the previous year's survey                  Results from annual the Facility Inspection Tool                  Williams Act Audit                  Data from School-wide Information System (SWIS), discipline logs and suspension and expulsion rates                  Results from the California Healthy Kids Survey                  P2 Average Daily Attendance Report                  School Attendance Review Board (SARB) Referrals                  Middle School Dropout Rates</p>	
<p>Goal Applies to:</p>	<p>Schools: Bell Hill Academy, Scotten Elementary, Gilmore Middle School</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.  
 There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.  
 The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)  
 The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.  
 The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.  
 The level of parental involvement on the District Advisory Committee will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.  
 Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.  
 Maintain below a 1% Middle School drop out rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be provided with a safe and conducive learning environment	K-8	<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)	Implement the priorities to be identified in the Facility Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Capital Facilities \$10,000 Continue to provide Maintenance and Custodial Staff to keep the facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$842,000 Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$115,000
Students with significant academic deficiencies and/or significant behavior issues will be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000
Increase the level of communication for improved parent involvement to support student learning	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 Continue to provide technology resources for parent outreach

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base \$1,000
Enhance school facilities to support student learning and provide a safe school environment	K-4	<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)	Install security cameras at Bell Hill Academy 6000-6999: Capital Outlay Capital Facilities \$30,000 Develop a new playground vision at Gilmore School 1000-1999: Certificated Personnel Salaries Base \$1,000

**LCAP Year 2: 2016/17**

Expected Annual Measurable Outcomes:	Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys. There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report. The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS) The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report. The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%. The level of parental involvement on the District Advisory Committee will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%. Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys. Maintain below a 1% Middle School drop out rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with a safe and conducive learning environment	K-8	<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:	Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities \$5,000 Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$850,000 Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$116,000

		(Specify)	
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Continue to provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000
Increase the level of communication for improved parent involvement to support student learning	K-8	<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)	Continue to provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000  Continue to provide technology resources for parent outreach 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000
Enhance school facilities to support student learning and provide a safe school environment	5-8	<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)	Continue to develop a new playground vision at Gilmore School 1000-1999: Certificated Personnel Salaries Base 1,000

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.

There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.

The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)

The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.

The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.

The level of parental involvement on the District Advisory Committee will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.

Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.

Maintain below a 1% Middle School drop out rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with a safe and conducive learning environment	K-8	<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)	Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities \$5,000 Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$851,000 Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$116,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Continue to provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000
Increase the level of communication for improved parent involvement to support student learning	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Continue to provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to enhance school facilities to support student learning and provide a safe school environment	5-8	<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)	Implement the creation of a new playground at Gilmore School 6000-6999: Capital Outlay Capital Facilities 100,000

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

## Annual Update

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

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will have access to standards aligned instructional materials as measured by documentation of purchased materials.  Students will be provided with instruction, that aligns with the Common Core State Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.	Actual Annual Measurable Outcomes:  All students were provided standards aligned instructional materials in mathematics. Grades K-5 Go Math, Grades 6-8 Digits, CPM purchased for 8th grade honors math.  Students were provided with instruction, that aligned with the Common Core State Standards, from well-trained and qualified staff.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will be provided with standards aligned Mathematics textbooks and standards aligned supplemental materials in Language Arts.	Purchase standards aligned Mathematics instructional materials 4000-4999: Books And Supplies Common Core \$170,000  Purchase or develop Common Core Standards aligned supplemental instructional materials for Language Arts 4000-4999: Books And Supplies Lottery - 6300 \$10,000	Go Math textbooks were purchased for all students in grades K-5 Digits textbooks were purchased for all students in grades 6-8 CPM mathematics materials were purchased for 8th math honor students  All sites were provided licenses for Read Live supplemental reading instruction. Teachers utilized Common Core aligned supplemental materials found online and created their own units of study. This will be the practice until ELA/ELD materials are available for purchase in November 2015.	Go Math/Digits/CPM 4000-4999: Books And Supplies Common Core \$210,000  Read Live 4000-4999: Books And Supplies Lottery - 6300 \$8,000  Language Arts 4000-4999: Books And Supplies Lottery - 6300 \$15,000



		<p>Bell Hill Academy purchased Bien Diche and De Viaje, DI as supplemental materials for 2nd grade Dual Immersion students.</p> <p>Bell Hill Academy and Scotten purchased Scholastic News and Scholastic Science as supplemental materials for the Open Court program K-4 students. They also purchased Common Core Plus for 3rd grade, and Ready Common Core for 4th grade.</p>	
<p>Scope of Service   LEA-Wide</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   LEA-Wide</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>All students will participate in Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes, have access to accelerated and enhanced learning programs and a variety of in-school and after-school academic teams, clubs and activities.</p>	<p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes will be provided for all Kindergarten through 5th grade students, under the direction of a STEAM Coordinator. 1000-1999: Certificated Personnel Salaries Title II \$60,000</p> <p>In-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$25,000</p> <p>Provide access to accelerated and enhanced learning programs for all students. 1000-1999: Certificated</p>	<p>Scotten: STEAM (Science, Technology, Engineering, Arts and Math) learning is provided for all students that rotate approximately every other week. Students have hands-on opportunities in robotics, visual art, rhythm, movement and Brain Gym. Students also learned keyboarding skills.</p> <p>Bell Hill Academy: Global Studies Enrichment activities, which included art and movement classes were provided for K-4 students 14 times during the year.</p> <p>Gilmore: Every other Friday, STEAM teachers provided instruction for 5th</p>	<p>STEAM Enrichment Classes 5000-5999: Services And Other Operating Expenditures Title II \$40,000</p> <p>Academic Coaching/Enhanced Learning Programs 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$25,000</p>

	<p>Personnel Salaries Lottery - 1100 \$10,000</p>	<p>grade students in the areas of science, technology, engineering, arts, and mathematics utilizing project based learning.</p> <p>The new stipend schedule was implemented, encouraging more teachers to serve in academic and club coaching positions. The following advancements were made: Bell Hill Academy: After school Math Club for grades 2-4, After School Reading Club</p> <p>Gilmore: 5th-8th grade Math Tournament, 5th-8th grade Spelling Tournament, 5th-8th grade Speech Tournament, Brain Busters Challenge (8th grade), 5th-8th grade Geography Tournament, 5th-8th grade Writing Tournament.</p> <p>Scotten: After School Cross Country, Wrestling and Track. Over 100 students are enrolled in after school program with daily activities including clubs such as Sodoku, Reading, Computer Lab and iPad time. Math and Science Nights also are provided for families.</p> <p>Bell Hill Academy: Music classes were provided for 4th grade students each week. A Spanish Dual Immersion program was provided for students in grades K-2, 72 students were enrolled in this program. An after school Math Club for grades 2-4, coached by teacher out of contract time, paid on the academic stipend schedule. OST (Out of School Time) tutoring, computer lab time, activities and games.</p> <p>Gilmore: Honors Math and Language Arts classes provided for students in</p>	
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		<p>grades 6, 7, and 8. Students also had access to a variety of electives such as culinary arts, advanced art, maker lab, computer programming, musical theater, and advanced marching/concert band.</p>	
<p>Scope of Service   LEA-Wide</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   LEA-Wide</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>District staff will have access to an increased number of professional development days and teacher collaboration time through early release days and common prep time</p>	<p>Increase the number of professional development days. Adding additional contract days is negotiable, therefore, the extra days will be optional. Staff will be compensated at their daily rate of pay (Year 1 paid w/ one-time Title I PI funds) 1000-1999: Certificated Personnel Salaries Title I \$100,000</p> <p>Provide teacher collaboration time through early release days and common prep time 1000-1999: Certificated Personnel Salaries Base \$365,000</p>	<p>Two additional days of professional development were provided for teachers. Since these days were outside the contracted calendar, attendance was optional. 45 teachers participated.</p> <p>Math Training was provided for K-5, Half-Day training Digits for 6-8; Follow up trainings on Staff Development Days throughout the year as well as optional staff development in Go Math during flex time on Collaboration Days. Teachers also attended optional parent math night, which provided additional insight into homework and online curriculum</p> <p>18 Early Release Days were provided for teachers to meet and collaborate. 14 additional collaboration days were provided for K-5 teachers by hiring</p>	<p>Additional Professional Development Days 1000-1999: Certificated Personnel Salaries Title I \$100,000</p> <p>Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$365,000</p>

		<p>additional staff to teach student enrichment programs, which provided teachers common prep-time to meet without any student responsibilities.</p>	
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p>X All          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>X All          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>English Learner (EL) students will be provided with instruction and materials that align with the 2012 English Language Development (ELD) standards</p>	<p>English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$10,000</p> <p>English Language Development (ELD) classified support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$180,000</p>	<p>Scotten: Go Math, Systematic Instruction in Phonics and Sight Words (SIPPS), SRA Reasoning and Writing, LEXIA, AR books and lab</p> <p>Bell Hill Academy: Younglight Educate program was provided for K-2 ELD students. Bien Diche and De Viaje instructional materials were purchased for the 2nd grade Dual Immersion students. English at Your Command, Rosetta Stone, Visual Dictionary, ST Math, AR, Reading Detective, SRA</p> <p>Gilmore: English at Your Command, Rosetta Stone, Visual Dictionary, LEXIA</p> <p>Classified 4.84 FTE ELL Aides and 1.0 FTE ELL Manager: 11.5 hours daily, 5 days a week grades K-4</p> <p>Margaret Scotten: 12 hours daily, 5 days a week grades K-4          Morning Before School: 8:30- 8:55:          Homework support/reading/vocabulary</p>	<p>ELD Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>ELD Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$59561</p>

for all grades.  
 Morning During School: Push in, reinforcing classroom material/small reading/writing groups and math.  
 Afternoon: Pull out – Reading/ groups, vocabulary, math  
 On Wednesday collaboration Days: Open to all grades to support EL students with any needs. (Well attended and very popular with the students)

Bell Hill Academy: Morning Before School: 8:00- 8:45: Homework support/reading/vocabulary for all grades.  
 Morning During School: Push in, reinforcing classroom material /small reading/writing groups and math  
 Morning for students less than 12 months in the USA: One on one support to gain understanding of the language through vocabulary, oral communication and phonics  
 Afternoon: Continue push in plus 30 minutes 2X per week in the afternoon pull out to support reading fluency and comprehension material  
 On Wednesday collaboration Days: A drop-in program is open to all grades to support EL students on any need. OST (Out of School Time) tutoring support in language of instruction (English and Spanish)

Lyman Gilmore: 13 hours daily, 5 days a week  
 Morning Before School: 8:30- 8:55: Homework support/special projects/Constitution test etc. for all grades  
 Morning: Push in reinforcing classroom material for students less than 12

		<p>months in the USA: One on one support to gain understanding of the language through vocabulary, oral communication and listening                  Lunch Support: ELL personnel available during the students' lunch to support the student's understanding of the subjects presented during the morning.                  Afternoon: Continue push in</p>	
<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low-income pupils, English Learners, Foster Youth students will receive academic support and assessment from para-professionals</p>	<p>Para-professional staff 2000-2999: Classified Personnel Salaries Base \$140,000</p>	<p>See the Services listed in previous section.</p>	<p>Para-Professional Staff 2000-2999: Classified Personnel Salaries Base \$113,000</p>
<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low-income pupils, English Learners, Foster Youth students will receive standards aligned supplemental</p>	<p>Supplemental instructional materials in Mathematics and Language Arts 4000-4999: Books And Supplies</p>	<p>Scotten:ELA - Scholastic News and Scholastic Science purchased to supplement the K-4 Open Court</p>	<p>Instructional Materials 4000-4999: Books And Supplies Lottery - 6300 \$5,000</p>

<p>instructional materials in Mathematics and Language Arts</p>	<p>Lottery - 6300 \$5,000</p>	<p>program. Common Core Plus for 3rd grade and Ready Common Core for 4th grade. Read Naturally Live, SIPPS beginning and challenge levels, SOAR to Success, and Reading Mastery.</p> <p>Bell Hill Academy: Purchased Scholastic News and Scholastic Science purchased to supplement the K-4 Open Court program. Common Core Plus for 3rd grade and Ready Common Core for 4th grade. Read Naturally.</p> <p>Gilmore: Go Math and Digits, both online supports and workbooks, have supplemental materials provided; Read Naturally Live, and Lexia.</p>	
<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> <li>1. Provide additional professional development to teachers to assist them in the implementation of the new Mathematics program.</li> <li>2. Purchase additional standards aligned supplemental materials for English Language Arts instruction</li> <li>3, Provide a clearer vision of how the Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes for Kindergarten through 5th grade students is implemented.</li> <li>4. The focus during the 2014/15 school year was implementing STEAM for K-5, during the 2015/16 school year more effort will be focused on implementing an integrated Science, Technology, Engineering, Arts, and Mathematics (STEAM) program for students in grades 6- 8.</li> <li>5. An additional teacher contract day will be added to the 2015/16 school calendar to provide an additional day for professional development.</li> <li>6. The ELA/ELD district committee will begin the implementation of a researched-based ELD program with the goal of purchasing and implementing the program and provide ELD training for certificated and classified staff</li> </ol>		

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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.

Original GOAL 2 from prior year LCAP:	Students will receive academic and behavior support.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>The number of student referrals for major offenses will decrease by 3%, as measured by the School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS).</p> <p>The average daily attendance (ADA) for students will increase by 0.5%, as measured on the P2 Attendance Report. Students that are chronically absent will be referred to the School Attendance Review Board (SARB).</p> <p>Maintain below a 1% Middle School drop out rate.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Student Behavior referrals at Scotten were reduced by 20% from August 1 to February 4th compared to the same time frame last year. The number of Bus Citations were reduced by 71% during same time period. Bell Hill Academy and Gilmore are in the implementation process this year and will not have this data until the 2015/16 school year.</p> <p>All three school sites failed to achieve the goal of increasing average daily attendance by 0.5% from the previous year. Bell Hill achieved 95.71%, which was an increase of 0.03%, Scotten achieved a 94.69% which was a 0.07% increase, Gilmore achieved a 94.23%, which was a decrease of 0.17%.</p> <p>Only one student was classified as a drop out, which is below the 1% Middle School drop out rate goal.</p>	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All students will be provided with Behavior Support Services	PBIS implementation and training 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000	Scotten: Scotten is in its 2nd year of Positive Behavior Intervention Supports implementation. The PBIS Team meets monthly and data is shared with staff each trimester. Students are regularly recognized for positive behaviors. Staff provide classroom positive interventions, Eagle Pride Tickets, monthly recognition assemblies, behavior support through a coordinator	County Provided Training

position, counselor and two aides that support students for extra help with behaviors via Check-in-Check Out programs, individual and small group counseling and constant monitoring and supporting of positive behaviors. Staff development was provided to classified aides in CPI training and PBIS strategies. Teachers received 2nd step refresher training on a staff development day to better support their students. Student Behavior referrals reduced by 20% from August 1 to February 4th compared to the same time frame last year: 42% decrease in off campus suspensions. Bus Citations had a 71% reductions during same time period. Scotten's PBIS implementation was observed by an outside evaluator, and the school was approved for Tier III implementation for the 2015/16 school year.

Bell Hill Academy: First year of full SWIS implementation. Participating in training provided by the Nevada County Superintendent of Schools office for PBIS Tier I. Child Safety Puppeteers (CAPINCS) program in classrooms K-4; Certificated staff member is receiving a stipend as our PBIS Coordinator; Classified staff member is receiving additional hours as the classified representative on the PBIS implementation team

Gilmore: First year of full SWIS implementation. Participating in training provided by the Nevada County Superintendent of Schools office for Tier I. NCSoS staff provided professional development on Second Step program to our K-5 staff during the

		<p>1/26 staff development day.</p> <p>The governing board requested that the district administration create a student behavior support panel that would serve as an additional intervention for students with extreme behaviors. The behavior panel consisted of a member of the governing board, the superintendent, the referring site administrators, school counselor, school psychologist, the coordinator of behavior support and a site administrator from one of the other schools in the district. The function of this panel was to meet with the student and the parent to discuss the history of the student's extreme behaviors and recommend or provide support services and develop a behavior contract. During the 2014/15 school year ten behavior panel meetings were conducted, Seven from Gilmore School, one from Scotten School, and two from the Grass Valley Charter School.</p>	
<p>Scope of Service LEA-Wide</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 LEA-Wide</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>Low-income pupils, English Learners, Foster Youth students will receive academic and behavior support</p>	<p>Provide certificated staff for a self-contained student support classroom for students in grades 5-8  1000-1999: Certificated Personnel</p>	<p>Two FTE teaching staff were hired for the Aviator Program  Two 6.5 hour classified employees</p>	<p>Certificated Staff (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$34,000  Certificated Staff (.5 FTE Special Ed)</p>

	Salaries Supplemental/Concentration \$70,000	were hired to provide support for the Aviator program.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$30,000
	Classified staff support for self-contained support classroom for grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$56,000	The Aviator Program has served 17 students during the 14/15 school year. Nine of these students are eligible for special education and receive support from a credentialed special education teacher within the classroom. Two students are served using a blended Aviator/Independent Study program. Two students have graduated to date, including the only foster youth served this year. One student moved to a more restrictive environment (County ED Program).	Classified Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$52,000
<p>Scope of Service Gilmore Middle School</p> <hr/> <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>Scope of Service Gilmore Middle School</p> <hr/> <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>Low-income pupils, English Learners, Foster Youth students will receive behavior support</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$63,000</p>	<p>A full-time elementary counselor was hired. Scotten receives services 4 days a week and Bell Hill Academy receives services 1 day a week. The hiring of this counselor also increased the counseling services at Gilmore by one day per week</p>	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$58,000</p>
	<p>PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$105,000</p>	<p>A full-time coordinator of student support services was hired.</p>	<p>Behavior Support - Certificated 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$105,000</p>
	<p>PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration</p>	<p>Two behavior support aides were hired. One for 6 hours a day and the other for 7 hours per day</p>	<p>Classified Behavior Support 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$47,000</p>

	\$71,000	<p>Elementary counselor is currently providing individual, group, and crisis counseling and has a caseload of 48 students.</p> <p>Middle school counselor is currently providing individual, group, and crisis counseling and has a caseload of 63 students.</p> <p>Scotten: 302 less referrals (26% reduction, 97 less bus citations (76% reduction), 22 less days of out of school suspension (42% reduction), in school suspension has increased by 1.5 days</p>	
<p>Scope of Service: Scotten Elementary and Bell Hill Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Scotten and Bell Hill Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> <li>1. PBIS will be fully implemented at Bell Hill and Scotten</li> <li>2. Rather than provide Instructional Assistants by grade level in the traditional fashion, Para professional Intervention Support Staff will be allocated to Scotten and Bell Hill and each site will determine how better to use these resources to provide direct intervention to students. Scotten will be provided 42 hours per day, and Bell Hill will be provided 18 hours per day.</li> <li>3. The school counselors will provide more parent outreach and parenting classes.</li> <li>4. There will be more of an effort to address bullying at all of the school sites using support staff and training.</li> <li>5. Start to develop a plan for providing para professional staff to provide emotional support and generate structured activities for students during recess.</li> </ol>		

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.

Original GOAL 3 from prior year LCAP:	All students will increase proficiency in Mathematics and Language Arts through quality instruction in the Common Core State Standards and intervention support services.	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 type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.  5% of English Learner (EL) students will be re-designated on the annual CELDT.  Students will receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.  Maintain sufficiency in standards aligned instructional materials.  Meet or exceed Academic Performance Indicator (API) growth target as applicable.	Actual Annual Measurable Outcomes:	Mathematics and Language Arts Bench Mark Assessment Results: Bell Hill  Scotten:  Gilmore: Baseline data will be collected by using the 2nd benchmark of the school year. Progress will be determined by comparing the 2nd benchmark and the end of the year benchmark. 5th: Baseline- Progress- 6th: Baseline- Progress-7th: Baseline- Progress- 8th: Baseline- Progress- BHA: K Baseline - Progress - 1st Baseline - Progress 2nd Baseline - Progress - 3rd Baseline - Progress - 4th Baseline - Progress  17% of EL students were re-designated on the annual CELDT, which far surpasses the goal of 5% that was established.  Students received instruction from highly qualified teachers that were appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.  Sufficiency was maintained in standards aligned instructional materials was measured by fact that no complaints were filed as per the quarterly Williams Act reporting requirements.

	<p>The Academic Performance Indicator (API) growth target was suspended for this school year, so there is no applicable data available.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students will be provided academic Intervention support by intervention staff and supplemental materials</p>	<p>Response to intervention period will be implemented in grades 6-8. 1000-1999: Certificated Personnel Salaries Base \$79,000</p>	<p>Teachers were provided a daily, 45 minute, grade-level common Response to Intervention time to service students in grades 6-8. During this RTI time, teachers analyzed student data (benchmarks and other assessments), pulled in students for remediation, provided academic and organizational support. Teachers also utilized this time to attend IEP and SST meetings for students.</p> <p>Twelve 3.0 hour instructional assistants were hired to support kindergarten and first grade teachers (Ten at Scotten, and two at Bell Hill Academy).</p> <p>Bell Hill Academy: An additional Title 1 support in language of instruction provided by classified staff (1.5 hrs); OST reading support in language of instruction + OST remedial support in computer lab using ST Math and Lexia programs)</p> <p>100% of the teaching staff has been determined to be Highly Qualified as reported on the required CALPADS report. Currently three teachers at Gilmore have been approved by the board, as per EC 44258.2and EC 44258.7, to be highly qualified.</p> <p>Sufficiency was maintained in standards aligned instructional</p>	<p>RTI period 1000-1999: Certificated Personnel Salaries Base \$79,000</p>
	<p>Para-professionals will provide 3.0 hours per day, per teacher, of instructional support for Kindergarten and grade 1 2000-2999: Classified Personnel Salaries Base \$140,000</p>		<p>Para Professionals 2000-2999: Classified Personnel Salaries Base \$93,000</p>
	<p>Maintain 100% Highly Qualified teachers with no mis-assignments 1000-1999: Certificated Personnel Salaries Base \$4,500,000</p>		<p>Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$3,500,000</p>
	<p>Maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$40,000</p>		<p>Standards Aligned Instructional Materials 4000-4999: Books And Supplies Lottery - 6300 \$40,000</p>
	<p>Half-time Special Education teacher 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$47,000</p>		<p>Half Time Special Ed Teacher 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$46,000</p>

		<p>materials as measured by the quarterly Williams Act reporting requirements.</p> <p>A half-time Special Education Teacher was hired at Scotten.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students</p>	<p>Technology hardware, applications, and software 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity 5000-5999: Services And Other Operating Expenditures Base \$15,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$290,000</p>	<p>Hardware, Application, and Software: All Sites added Illuminate and Destiny Library software</p> <p>Scotten: Added new iPads for classrooms and intervention programs, 2 projectors 4 document cameras</p> <p>Bell Hil: Chromebooks purchased; Illuminate; upgraded classroom computers</p> <p>Gilmore: Chromebooks, Illuminate, iPads to supplement broken or outdated</p> <p>Connectivity added this year: Increased between sites 100 mbps to 200 mbps</p> <p>Scotten: Applied for Erate grant improved wireless for 2015-16 year</p> <p>Bell Hill: Added switches and new, faster, reliable, managed wireless</p> <p>Gilmore: Added new, faster, reliable,</p>	<p>Technology 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology Connectivity 4000-4999: Books And Supplies Common Core \$48,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$217,000</p>



		<p>managed wireless</p> <p>Technology Staff: Full Time Coordinator of Technology: Improved staff communication, training, no longer need to outsource for network fixes and installation</p> <p>Data Specialist: More frequent updates with CALPADS and more student counts, higher accuracy of student data to State and Federal programs increases funding levels, improved integration of all data between Powerschool, food services, library, and online student learning systems, online testing (SBAC/CAASP), staff development for teachers and other staff.</p>	
<p>Scope of Service   LEA-Wide</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service   LEA-Wide</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Students with disabilities will participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services</p>	<p>Special Education staff - Certificated 1000-1999: Certificated Personnel Salaries Special Education \$971,000</p> <p>Special Education staff - Classified 2000-2999: Classified Personnel Salaries Special Education \$300,000</p>	<p>Staff working to improve data management system to monitor progress toward goals, inclusion, outside agency support.</p> <p>Scotten: 3.5 FTE Special Education Teachers 1.0 FTE Speech/Language Pathologist</p> <p>Bell Hill: 0.5 FTE Special Education</p>	<p>Certificated Special Education Staff 1000-1999: Certificated Personnel Salaries Special Education \$1,000,000</p> <p>Classified Special Education Staff 2000-2999: Classified Personnel Salaries Special Education \$359,000</p>

Teacher  
 0.2 FTE Speech/Language Pathologist

Gilmore: 4.8 FTE Special Education Teachers  
 0.5 FTE Speech/Language Pathologist

78% of special education students receive 75% or more of their instruction within a general education setting, increasing access to grade level curriculum.

Bell Hill Academy  
 0.5 FTE Special Education Teacher  
 0.5 FTE Title I Teacher  
 0.2 FTE SLP  
 0.2 FTE School Psychologist  
 0.2 FTE School Counselor  
 6.5 daily hours Learning Center Aide  
 12.0 daily hours K/1 Instructional Aide

K-4 students receive special education and Title I services through a push-in model, with a credentialed teacher and instructional aide pushing into each classroom on a daily basis. 68 students (34%) received Title I academic support in the 14/15 school year, while 14 (7%) received special education support. Each kindergarten and first grade classroom was provided with a three hour daily instructional aide.

BHA held 31 SST's through March 2015. Three students were referred for special education assessment.

Scotten School  
 3.5 FTE Special Education Teacher  
 1.3 FTE Title I Teacher  
 1.0 FTE SLP

0.6 FTE School Psychologist  
 0.8 FTE School Counselor  
 1.0 FTE Student Support Coordinator  
 16.0 daily hours Behavior Support Assistant  
 59.1 daily hours Learning Center Aide  
 30.0 daily hours K/1 Instructional Aide

K-4 students receive special education support through push-in or pull-out services. Title I services are provided utilizing both push-in and pull-out models. Additional support is provided through a four day a week Lexia Lab. 271 students (54%) received Title I academic support in the 14/15 school year, while 83 (17%) received special education support. Each TK/kindergarten and first grade classroom was provided with a three hour daily instructional aide.

Scotten held 43 SST meetings this year. 24 students were assessed for special education eligibility, with 18 meeting eligibility requirements to date (three are pending eligibility).

Lyman Gilmore:  
 4.8 FTE Special Education Teacher  
 1.5 FTE Title I Teacher  
 0.6 FTE SLP  
 0.8 FTE School Psychologist  
 1.0 FTE School Counselor  
 46.5 daily hours Learning Center Aide

5-8 students receive special education and Title I support through primarily push-in support, with pull-out provided based on individual student need. Intervention services are provided by credentialed teachers and instructional assistants. Approximately 100 students

		<p>(19%) received Title I academic support in the 14/15 school year, while 88 (17%) received special education support.</p> <p>Gilmore held 37 SST meetings this year to date. This is a 57% decrease over the 13/14 school year. 11 students were referred for special education assessment; to date five were found eligible (five are pending eligibility). 11 students needs require a more intensive level of service than can be provided in a district program. These students receive support through the Nevada County Superintendent of Schools.</p>	
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>English Learner (EL) students will receive additional support in English Language Development (ELD)</p>	<p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$180,000</p>	<p>Scotten: Go Math, Systematic Instruction in Phonics and Sight Words (SIPPS), SRA Reasoning and Writing, LEXIA, AR books and lab</p> <p>Bell Hill Academy: Younglight Educate program was provided for K-2 ELD students. Bien Diche and De Viaje instructional materials were purchased for the 2nd grade Dual Immersion students. English at Your Command, Rosetta Stone, Visual Dictionary, ST</p>	<p>ELD Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$57,061.50</p>

Math, AR, Reading Detective, SRA

Gilmore: English at Your Command, Rosetta Stone, Visual Dictionary, LEXIA

Classified 4.84 FTE ELL Aides and 1.0 FTE ELL Manager: 11.5 hours daily, 5 days a week grades K-4

Margaret Scotten: 12 hours daily, 5 days a week grades K-4  
 Morning Before School: 8:30- 8:55: Homework support/reading/vocabulary for all grades.  
 Morning During School: Push in, reinforcing classroom material/small reading/writing groups and math.  
 Afternoon: Pull out – Reading/ groups, vocabulary, math  
 On Wednesday collaboration Days: Open to all grades to support EL students with any needs. (Well attended and very popular with the students)

Bell Hill Academy: Morning Before School: 8:00- 8:45: Homework support/reading/vocabulary for all grades.  
 Morning During School: Push in, reinforcing classroom material /small reading/writing groups and math  
 Morning for students less than 12 months in the USA: One on one support to gain understanding of the language through vocabulary, oral communication and phonics  
 Afternoon: Continue push in plus 30 minutes 2X per week in the afternoon pull out to support reading fluency and comprehension material  
 On Wednesday collaboration Days: A

		<p>drop-in program is open to all grades to support EL students on any need. OST (Out of School Time) tutoring support in language of instruction (English and Spanish)</p> <p>Lyman Gilmore: 13 hours daily, 5 days a week  Morning Before School: 8:30- 8:55:  Homework support/special projects/Constitution test etc. for all grades  Morning: Push in reinforcing classroom material for students less than 12 months in the USA: One on one support to gain understanding of the language through vocabulary, oral communication and listening  Lunch Support: ELL personnel available during the students' lunch to support the student's understanding of the subjects presented during the morning.  Afternoon: Continue push in</p>	
<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low-income pupils, English Learners, Foster Youth students will receive academic intervention</p>	<p>Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>	<p>Bell Hill Academy  0.5 FTE Special Education Teacher  0.5 FTE Title I Teacher  0.2 FTE SLP  0.2 FTE School Psychologist  0.2 FTE School Counselor</p>	<p>Certificated Intervention Staff 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>

6.5 daily hours Learning Center Aide  
 12.0 daily hours K/1 Instructional Aide

K-4 students receive special education and Title I services through a push-in model, with a credentialed teacher and instructional aide pushing into each classroom on a daily basis. 68 students (34%) received Title I academic support in the 14/15 school year, while 14 (7%) received special education support. Each kindergarten and first grade classroom was provided with a three hour daily instructional aide.

BHA held 31 SST's through March 2015. Three students were referred for special education assessment.

Scotten School  
 3.5 FTE Special Education Teacher  
 1.3 FTE Title I Teacher  
 1.0 FTE SLP  
 0.6 FTE School Psychologist  
 0.8 FTE School Counselor  
 1.0 FTE Student Support Coordinator  
 16.0 daily hours Behavior Support Assistant  
 59.1 daily hours Learning Center Aide  
 30.0 daily hours K/1 Instructional Aide

K-4 students receive special education support through push-in or pull-out services. Title I services are provided utilizing both push-in and pull-out models. Additional support is provided through a four day a week Lexia Lab. 271 students (54%) received Title I academic support in the 14/15 school year, while 83 (17%) received special education support. Each TK/kindergarten and first grade

classroom was provided with a three hour daily instructional aide.

Scotten held 43 SST meetings this year. 24 students were assessed for special education eligibility, with 18 meeting eligibility requirements to date (three are pending eligibility).

Lyman Gilmore  
 4.8 FTE Special Education Teacher  
 2.0 FTE Title I Teacher  
 0.6 FTE SLP  
 0.8 FTE School Psychologist  
 1.0 FTE School Counselor  
 46.5 daily hours Learning Center Aide

5-8 students receive special education and Title I support through primarily push-in support, with pull-out provided based on individual student need. Intervention services are provided by credentialed teachers and instructional assistants. Approximately 100 students (19%) received Title I academic support in the 14/15 school year, while 88 (17%) received special education support.

Gilmore held 37 SST meetings this year to date. This is a 57% decrease over the 13/14 school year. 11 students were referred for special education assessment; to date five were found eligible (five are pending eligibility).

The District's Director of Special Education and Categorical Program serves as the district Homeless/Foster Liaison and works with the County's Homeless Liaison and Foster Youth Liaison to ensure identified students receive support through AB490. 13 foster youth receive tutoring support



			from NCSOS (93%).	
<p>Scope of Service   Bell Hill Academy and Scotten Elementary</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>			<p>Scope of Service</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>	
<p>Provide technology data personnel to facilitate data collection, and achievement testing for Low-income pupils, English Learners, Foster Youth students will receive academic intervention</p>	<p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$52,000</p>		<p>A full-time Data Specialist was hired to collect and monitor CalPads Data, Illuminate Training, Report Cards, data tracking report for significant sub groups. Increased number of data uploads and merges, improved accuracy of student information provides for increase student count; therefore an increase in funding.</p>	<p>Technology Data Technician 2000-2999: Classified Personnel Salaries Base \$50,000</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p>Scope of Service   LEA-Wide</p> <hr/> <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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> <li>1. Combine Goal # 1 and # 3, take a portion of goal #3 and move it to goal # 2.</li> <li>2. Facilitate closer collaboration between the intervention staff</li> <li>3. Examine the effectiveness of the Title program and provide clarity on how students are selected to participate in this program.</li> <li>4. Providing training para professional intervention staff</li> <li>5. Schedule flexibility and how intervention is delivered, targeted time that does not interfere with other academics</li> <li>6. Improve the effectiveness of collaboration time</li> </ol>			

	7. Effective monitoring systems for student progress
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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.

Original GOAL 4 from prior year LCAP:	All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning, as measured by the annual inspection tool and LCAP Surveys.  There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.	Actual Annual Measurable Outcomes:  Students will have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning, as measured by the annual inspection tool and LCAP Surveys.  No Williams Act facility complaints have been filed with the district.
<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Students will be provided with a safe and conducive learning environment	Develop a comprehensive Facility Master Plan that outlines facility needs and priorities (including buildings and playground areas) 5800: Professional/Consulting Services And Operating Expenditures Capital Facilities \$10,000	District has continued to develop a comprehensive Facility Master Plan under the direction of a facility consultant from Williams and Associates. A facility committee has been meeting each month to work with the consultant on the development of the plan.  From June through December, the district employed 12 full-time custodial staff, two full-time maintenance staff, one full-time grounds keeper, and a full-time Director of Maintenance and Operations. In January, it was determined that it was necessary to hire an additional full-time roving custodian
	Maintenance and Custodial staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$769,000	
	Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$114,000	
		Consultant 5000-5999: Services And Other Operating Expenditures Capital Facilities \$25,000 Maintenance & Custodial Staff 2000-2999: Classified Personnel Salaries Base \$926,000 Duty Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$118,000

		<p>and an additional full-time maintenance employee. The decision to increase these services was made based upon the status of the number of uncompleted work order requests and the frequency of custodial absences that required a substitute.</p> <p>3.5 FTE has been provided for Crossing Guards and 3.45 FTE has been provided for supervisory aides.</p>	
<p>Scope of Service   LEA-Wide</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   LEA-Wide</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>Low-income pupils, English Learners, Foster Youth students will receive academic and behavior support</p>	<p>A Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>	<p>A dedicated classroom has been provided for the students in the Aviator Program</p> <p>The Aviator Program has served 17 students during the 14/15 school year. Nine of these students are eligible for special education and receive support from a credentialed special education teacher within the classroom. Two students are served using a blended Aviator/Independent Study program. Two students have graduated to date, including the only foster youth served this year. One student moved to a more restrictive environment (County ED Program).</p>	<p>Behavior Support Classroom 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>

<p>Scope of Service</p>	<p>Gilmore Middle School</p>	<p>Scope of Service</p>	<p>Gilmore Middle School</p>
<p><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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>		<p><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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	
<p>Parents of Low-income pupils, English Learners, Foster Youth students will be provided outreach and training to better connect them with school staff and school activities</p>	<p>Provide staff to facilitate parent trainings 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000</p> <p>Provide technology resources for parent outreach 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>	<p>List of parent trainings: Common Core aligned math (Go Math) training at Scotten, County facilitated two parenting classes provided at Scotten, with a third scheduled for parents of EL Spanish speaking students in the Spring, in collaboration with District EL Manager.                  Bell Hill: On 2/26 meetings for parents of Dual Immersion students (English and Spanish speaking), led by DI teachers; child care provided by district staff</p> <p>School Messenger stats:                  Scotten: 15,124 - 18,432</p> <p>Bell Hill: 4,930 - 7,430</p> <p>Gilmore: 14,564 - 21,238                  School Websites (# of hits)                  Implementation of school social media                  School contact with parents via email, texts, and phone calls. Online LCAP Parent Survey. iPads for DELAC parent Survey; Parents have access to online math portal; *next year need parent trainings in Go Math portal, ST Math, Lexia</p>	<p>Provide staff to facilitate parent trainings 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000</p> <p>Provide technology resources for parent outreach 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>

Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ 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?	Finalize the Facility Master Plan and have the board begin to establish a long range plan for facilities. To address parent concerns about safety Install security cameras at Bell Hill Academy. This will complete the vision of having security cameras at Scotten, Gilmore and Bell Hill. Start to develop a new playground vision at Gilmore School Insure that proper signage is present at all school entrances. Outreach Liaison <ul style="list-style-type: none"> <li>• Eagle Eyes at Scotten</li> <li>• Outreach through websites</li> <li>• Grass Valley School District App needed</li> <li>• Intervention Assistants (trained)</li> <li>• Intervention Assistants for Behaviors</li> <li>• Level II Intervention – PBIS</li> <li>• Elementary level training for supervision time</li> <li>• Steps to Respect / Second Step (new version available) / Materials for staff</li> <li>• Placement of staff where needed related to data</li> <li>• Instructional Aides Job Description – Review and Update</li> <li>• Structured recess</li> <li>• Aides district or site level use determination, allocation change for next year (measurable)</li> </ul>		

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>\$1,240,936</u>
<p>GVSD will offer a variety of programs and support services specifically for English Learners, Low-income students, and Foster Youth. These include: additional counseling services (K-4), Behavior Support (K-4), self-contained classroom for high-risk academic and behavior students (5-8), staff dedicated to support our English Learners, and Para-professional intervention staff time in classrooms. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the funds are primarily directed to serve unduplicated pupils, there may be other students in need that the district can not ignore. By providing the services identified without limitations, GVSD will serve all students. The full list of expenditures is aligned with the goals of the GVSD Local Control Accountability Plan and addresses the needs of our district's English Learners, Low-income students and Foster Youth.</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.

14.7 3	%
<p>Based on the Minimum Proportionality Percentage (MPP), Grass Valley School District must increase or improve services by 14.73% in 2015/16. The district plans to expend approximately \$750,000 in supplemental and concentration grant funding in the 2015/16 fiscal year. This is an increase in services by approximately 50% over 2014/15. The services to be provided in 2015/16 include:</p> <ul style="list-style-type: none"> <li>* Behavior Support (Behavior Intervention Team (K-4) and Aviator Program (5-8) \$282,298</li> <li>* English Learner Support Services \$212,910</li> <li>* Counselor (K-4) \$61,485</li> </ul>	

\*Para-Professional Intervention Support Staff \$193,307



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	9,054,000.00	7,928,622.50	9,010,248.00	10,434,426.00	10,994,766.00	30,439,440.00
Base	6,499,000.00	5,488,000.00	7,125,000.00	7,739,000.00	7,738,000.00	22,602,000.00
Capital Facilities	10,000.00	25,000.00	40,000.00	5,000.00	105,000.00	150,000.00
Common Core	170,000.00	258,000.00	0.00	0.00	0.00	0.00
Lottery - 1100	35,000.00	25,000.00	40,000.00	40,000.00	40,000.00	120,000.00
Lottery - 6300	55,000.00	68,000.00	55,000.00	50,000.00	45,000.00	150,000.00
One-Time Funds	0.00	0.00	132,248.00	85,426.00	388,746.00	606,420.00
Special Education	1,271,000.00	1,359,000.00	419,000.00	1,612,000.00	1,715,000.00	3,746,000.00
Supplemental/Concentration	787,000.00	498,622.50	757,000.00	826,000.00	896,000.00	2,479,000.00
Title I	167,000.00	167,000.00	67,000.00	67,000.00	67,000.00	201,000.00
Title II	60,000.00	40,000.00	375,000.00	10,000.00	20.00	385,020.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	9,054,000.00	7,928,622.50	9,010,248.00	10,434,426.00	10,994,766.00	30,439,440.00
1000-1999: Certificated Personnel Salaries	6,467,000.00	5,414,000.00	6,236,248.00	8,075,426.00	8,153,766.00	22,465,440.00
2000-2999: Classified Personnel Salaries	2,292,000.00	2,091,622.50	2,200,000.00	2,250,000.00	2,340,000.00	6,790,000.00
4000-4999: Books And Supplies	255,000.00	351,000.00	115,000.00	75,000.00	370,000.00	560,000.00
5000-5999: Services And Other Operating Expenditures	21,000.00	71,000.00	36,000.00	31,000.00	31,000.00	98,000.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	380,000.00	0.00	0.00	380,000.00
5800: Professional/Consulting Services And Operating Expenditures	19,000.00	1,000.00	13,000.00	3,000.00	0.00	16,000.00
6000-6999: Capital Outlay	0.00	0.00	30,000.00	0.00	100,000.00	130,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	9,054,000.00	7,928,622.50	9,010,248.00	10,434,426.00	10,994,766.00	30,439,440.00
1000-1999: Certificated Personnel Salaries	Base	4,944,000.00	3,944,000.00	5,735,000.00	6,365,000.00	6,346,000.00	18,446,000.00
1000-1999: Certificated Personnel Salaries	Lottery - 1100	35,000.00	25,000.00	40,000.00	40,000.00	40,000.00	120,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	One-Time Funds	0.00	0.00	82,248.00	85,426.00	88,746.00	256,420.00
1000-1999: Certificated Personnel Salaries	Special Education	971,000.00	1,000,000.00	58,000.00	1,250,000.00	1,350,000.00	2,658,000.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	290,000.00	278,000.00	249,000.00	258,000.00	262,000.00	769,000.00
1000-1999: Certificated Personnel Salaries	Title I	167,000.00	167,000.00	67,000.00	67,000.00	67,000.00	201,000.00
1000-1999: Certificated Personnel Salaries	Title II	60,000.00	0.00	5,000.00	10,000.00	20.00	15,020.00
2000-2999: Classified Personnel Salaries	Base	1,505,000.00	1,517,000.00	1,331,000.00	1,325,000.00	1,346,000.00	4,002,000.00
2000-2999: Classified Personnel Salaries	Special Education	300,000.00	359,000.00	361,000.00	362,000.00	365,000.00	1,088,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	487,000.00	215,622.50	508,000.00	563,000.00	629,000.00	1,700,000.00
4000-4999: Books And Supplies	Base	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	60,000.00
4000-4999: Books And Supplies	Common Core	170,000.00	258,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery - 6300	55,000.00	68,000.00	55,000.00	50,000.00	45,000.00	150,000.00
4000-4999: Books And Supplies	One-Time Funds	0.00	0.00	40,000.00	0.00	300,000.00	340,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	10,000.00	5,000.00	0.00	5,000.00	5,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Base	21,000.00	6,000.00	36,000.00	26,000.00	26,000.00	88,000.00
5000-5999: Services And Other Operating Expenditures	Capital Facilities	0.00	25,000.00	0.00	5,000.00	5,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	40,000.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	One-Time Funds	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5700-5799: Transfers Of Direct Costs	Title II	0.00	0.00	370,000.00	0.00	0.00	370,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	9,000.00	1,000.00	3,000.00	3,000.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Capital Facilities	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
6000-6999: Capital Outlay	Capital Facilities	0.00	0.00	30,000.00	0.00	100,000.00	130,000.00

**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).