

Contact position: Nevada City School District Superintendent

Email: superintendent@ncsd.k12.ca.us

Phone Number: (530) 265-1820

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 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/Priority 1:*** *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).*
- ***Implementation of State Standards/Priority 2:*** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.*
- ***Course access/Priority 7:*** *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.*
- ***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/Priority 4:*** *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.*

- **Other pupil outcomes/Priority 8:** *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.*

C. Engagement:

- **Parental involvement/Priority 3:** *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.*
- **Pupil engagement/Priority 5:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.*
- **School climate/Priority 6:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.*

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 the information was 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: 2015 – 2018 input	Impact on LCAP
<p>The Nevada City School District provides educational services to Transitional Kindergarten through grade eight. The district sponsors a home-study charter which completes a Local Control Accountability Plan for their school. We operate a preschool.</p> <p>Stakeholder input involvement includes: School Site Councils; Parent Student Teacher Clubs; both certificated and classified bargaining represented units, public input at regular board meetings and surveys.</p> <ul style="list-style-type: none"> • 08-26: Board Meeting Item 5.A; Superintendent’s Report update on LCFF and LCAP • 09-23: Board Meeting Item 12; Sufficiency of Materials • 10-28: Board Meeting Item 8B; Formative Assessments and Timeline - Goal 1-LCAP • 11-25: Board Meeting Item 7D; Goals, Principals and Timelines for Common District Assessments 	<p>Stakeholder’s provided input on the LEA with three (3) areas of focus and the four (4) goals identified within the LCAP. The three (3) areas of focus are: Conditions of Learning; Pupil Outcomes; and Engagement which include the eight state priorities (P).</p> <ul style="list-style-type: none"> • Deer Creek School Site Council (SSC): Questions asked regarding the LCAP and Single Plan for Student Achievement. Principal Daugherty as the Superintendent’s designee responded to the SSC questions. The SSC questions were: <ul style="list-style-type: none"> o Do we have a school counselor? o Do we need emotional support for students? o What can we do to support their home life that impacts school

<ul style="list-style-type: none"> • 01-13: Board Meeting Item 10C; update on LCFF and LCAP • 02-24: Board Meeting Item 8 D. – introduced new LCAP format • 03-17: Input sought from CSEA, Chapter 390 • 03-18: Input sought from Nevada City Faculty Association (NCFA/CTA) • 03-27: Input sought from all staff via email • 04/23-24: Nevada City Faculty Association provided more input for LCAP • An annual Parent/Community Survey will be posted online during the month of February 2015 and hard will be available at the district office and/or school site offices • 05-12: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, input received (input listed in “Annual Update” • 05: Student Survey given in the Seven Hills Middle School Technology Lab • 06-09: Board Meeting Public Hearing for LCAP • 06-23: Board Meeting adoption of LCAP 	<ul style="list-style-type: none"> ○ success? ○ Can we use Common Core money to increase support for the group of students not showing growth with current interventions? ○ Can we assess students who are not showing growth over time? ○ Why does this not happen? Implementing social emotional learning support through Love and Logic program ○ The use of an annual Student Survey at Seven Hills Middle School in the Technology Lab each May was determined not to yield significant information therefore it was decided to use the results of the CHKS to guide Goal 1 and 2 of the LCAP
<p>Annual Update - 2014/15 school year:</p> <ul style="list-style-type: none"> • 08-26: Board Meeting Item 5.A; Superintendent’s Report update on LCFF and LCAP • 09-09: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, no input given • 09-23: Board Meeting Item 12; Sufficiency of Materials • 10-01: Seven Hills School Site Council – no input • 10-28: Board Meeting Item 8B; Formative Assessments and Timeline - Goal 1-LCAP • 11-09: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, no input given • 11-12: Seven Hills School Site Council – no input • 11-25: Board Meeting Item 7D; Goals, Principals and Timelines for Common District Assessments • 12-02: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, no input given • 01-07: Seven Hills School Site Council – no input • 01-20: Parent Engagement Math Night, grades TK-8 • 02-02: Parent Engagement Math Night, grades 6-8 • 02-03: Parent Engagement Math Night, grades TK-5 • 02-03: Seven Hills School Site Council – no input • 02-10: Board Meeting Item 10E; Kindergarten Assessment, Transitional Kindergarten, Earlier Back to School Night • 02-10: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, no input given • 02-24: Board Meeting Item 8 D. – new LCAP format • 02/25-04/15: Parenting Classes, “The Power of Positive Parenting” • 03-10: Seven Hills School Site Council – no input • 03-24: Board Meeting Item 6. D.; Trustees reviewed Parent Survey Results for alignment of LCAP goals • 04/23-24: Nevada City Faculty Association • Use of annual California Healthy Kids Student Survey will be used as student input – administered in Seven Hills Middle School Technology Lab • 05-12: Deer Creek School Site Council – Principal Daugherty designee for Superintendent, input 	<p>Annual Update:</p> <ul style="list-style-type: none"> • Our stakeholders provided input on each of the eight State priorities to guide the district. Parent input revealed an interest in accelerated math courses and intervention at all grade-levels. The input was incorporated into our LCAP: • a strong academic program ○ Superintendent Gilpatric and the Leadership Team (principals and Coordinator of Student Services) provided a written response to parents from the input received at the Parent Math Nights. Response is posted on the district’s website after school athletics and enrichment positive student behavior • Deer Creek School Site Council (SSC): Questions asked regarding the LCAP and Single Plan for Student Achievement. Principal Daugherty as the Superintendent’s designee responded to the SSC questions. The SSC questions were: <ul style="list-style-type: none"> ▪ Do we have a school counselor? ▪ Do we need emotional support for students? ▪ What can we do to support their home life that impacts school success? ▪ Can we use Common Core money to increase support for the group of students not showing growth with current interventions? ▪ Can we assess students who are not showing growth over time? ▪ Why does this not happen? Implementing social emotional learning support through Love and Logic program • integrated technology • the purchase of more devices • a math summer school program for seventh and eighth grade students • parental involvement • CHKS results indicated to increase

<p>received (input listed in “Annual Update”</p> <ul style="list-style-type: none"> • 06-09: Board Meeting Public Hearing for LCAP • An annual Parent/Community Survey will be posted online during the month of February 2015 and hard will be available at the district office and/or school site offices 	<p>positive feelings about school. DC and SH will implement PBIS</p> <ul style="list-style-type: none"> • field trips • truancy prevention • highly qualified teachers • teacher collaboration • well-maintained facilities • The use of an annual Student Survey at Seven Hills Middle School in the Technology Lab each May was determined not to yield significant information therefore it was decided to use the results of the CHKS to guide Goal 1 and 2 of the LCAP
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.” For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL: 1	To develop systems to support improved student instruction and learning.		Related State and/or Local Priorities: 1√ 2√ 3 4√ 5 6 7√ 8√ COE only: 9 10 Local : Specify _____	
Identified Need :	Need: Full implementation of the California Common Core State Standards (CCSS) district-wide. Metrics: Formative and summative assessments: API (to be determined); CAASSP; CELDT; Star Reading; NWEA Map, grades 5 and 6; EL Reclassification; highly qualified teachers;			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated Fluent English proficient; Foster Youth; and SpEd		
Goal 1 - LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% full credentialed teachers in all TK-8 classrooms • Teachers and support staff will participant in professional development activities, training, • Home/school support activities designed to improve skills and increase depth of knowledge • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments • Offer all students access to a broad range of classes through core curriculum, electives, and enrichment 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
<ol style="list-style-type: none"> 1. 100% full credentialed teachers in all TK-8 classrooms <ol style="list-style-type: none"> a. Fully credentialed teachers 2. Teachers and support staff will participant in professional development activities and training <ol style="list-style-type: none"> a. Staff professional development 3. BTSA support including for new teachers <ol style="list-style-type: none"> a. New teachers participate in BTSA 4. Collaboration time for certificated staff <ol style="list-style-type: none"> a. Collaboration time for certificated staff one (1) Early Release per month 5. Classroom instruction centered on CCSS <ol style="list-style-type: none"> a. Classroom instruction foundation using CCSS 6. Students will use CCSS aligned materials <ol style="list-style-type: none"> a. Students use CCSS aligned materials for mathematics 7. Home/school support activities designed to improve skills and increase depth of knowledge <ol style="list-style-type: none"> a. Home/school support via Parent Math Nights and Parenting classes 8. Student level of achievement of 80% of students demonstrating proficiency <ol style="list-style-type: none"> a. Benchmark assessments administered grades Kindergarten through eighth to monitor proficiency of students 9. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 	√ALL/LEA	<p style="text-align: center;">√ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated Fluent English proficient • Foster Youth • Other Subgroups:(Specify) <u>Special Education</u> 		<p>1)2,814K GF ob1100</p> <p>2)31K GF ob5200 3.5K GF ob5800 12.4K r3010 ob1140</p> <p>3)4K GF 5800</p> <p>4)30.5 K GF Sup</p> <p>8)2.7K GF ob5800</p>

<p>a. Math intervention provided via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year</p> <p>10. ELA review, pilot, and adoption 11. Technology equipment for teachers 12. 1FTE Student Common Core Support Teacher 13. Technology training for Students 14. Increase student access to technology</p>			<p>9)see goal#3</p> <p>10)180K GF ob4140 11)12K GF ob4400 12)65.5K GF Sup-ob1100 13)47K GF Sup-ob1100 43K r4035-ob1100 14)60K GF Sup ob4400</p>
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Goal 1 - LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% full credentialed teachers in all TK-8 classrooms • Teachers and support staff will participant in professional development activities, training, • Home/school support activities designed to improve skills and increase depth of knowledge • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments • Offer all students access to a broad range of classes through core curriculum, electives, and enrichment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. 100% full credentialed teachers in all TK-8 classrooms 2. Teachers and support staff will participant in professional development activities, training, 3. BTSA support including for new teachers 4. Collaboration time for certificated staff 5. Classroom instruction centered on CCSS 6. Students will use CCSS aligned materials 7. Home/school support activities designed to improve skills and increase depth of knowledge 8. Student level of achievement of 80% of students demonstrating proficiency 9. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 10. Science review, pilot, and adoption 11. Technology equipment for teachers 12. Common Core support 13. Tech training for Students 14. Increase student access to technology</p>	<p>√ALL/LEA</p>	<p>√ALL</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)2,809K GF-ob1100 2)31K GF ob5200 12.5K r3010 ob1140 3)6.6K GF ob5800 4)31K GF Sup</p> <p>10)100K GF ob4140 11)12K GF ob4400 12)69.2 K GF Sup ob4300/5800 13)53K GF Sup ob1100 43K r4035-ob1100</p>

14)60K GF Sup ob4400

Goal 1 - LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 100% full credentialed teachers in all TK-8 classrooms
- Teachers and support staff will participant in professional development activities, training,
- Home/school support activities designed to improve skills and increase depth of knowledge
- Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments
- Offer all students access to a broad range of classes through core curriculum, electives, and enrichment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 100% full credentialed teachers in all TK-8 classrooms Teachers and support staff will participant in professional development activities, training, BTSA support including for new teachers Collaboration time for certificated staff Classroom instruction centered on CCSS Students will use CCSS aligned materials Home/school support activities designed to improve skills and increase depth of knowledge Student level of achievement of 80% of students demonstrating proficiency Provide math intervention for students who are at-risk of not achieving grade-level proficiency Technology equipment for teachers Common Core Support Tech training for Students Increase student access to technology 	<p>√ALL/LEA</p>	<p>√ALL</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)2,900K GF ob1100 2)31K GF ob5200 12.5K r3010 ob1140 3)6.6K GF ob5800 4)32K GF Sup ob1100</p> <p>10)12K GF ob4400 11)55K GF Sup ob4300/5800</p> <p>12)55K GF sup ob1100 43K r4035-ob1100</p> <p>13)60K GF Sup 4400</p>

GOAL: 2	To support an environment which ensures children and staff are healthy, safe, engaged, supported and challenged in a sustainable way.		Related State and/or Local Priorities: 1√ 2 3 4 5√ 6√ 7 8 COE only: 9 10 Local : Specify _____	
Identified Need :	Positive behavior intervention support (PBIS) to ensure safe and healthy learning environments, increased parental involvement, and well maintained schools Staff training for our staff to address all safety related scenarios: intruder; fire; earthquakes Professional development for: Positive Behavior Intervention System (PBIS) Notify parents/families by: school communicators; Notify Me an electronic notification; School Messenger; district, school site, and teacher websites			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd		
Goal 2 - LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Schools are maintained in good repair • Decrease pupil suspension rates by 1% • Maintain 0% expulsion rates • Compare annual California Healthy Kids Survey to the year before to determine if we increased the feelings of student safety • Maintain high attendance rates of 94.7% or above • Establish a baseline to address chronic absenteeism • Maintain middle school dropout rate – Currently we have 0% middle school dropout rate • High school dropout rates – does not apply • High school graduation rates – does not apply 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Schools are maintained in good repair a. Williams Settlement Case criteria and reports 2. Decrease in pupil suspension rates a. 2013/14 district suspension rate was 2.9%. Goal is to annually decrease suspensions by 1% - Pathways to achieve this action will be to implement PBIS district wide/each school site; professional development for staff; increased mental health services for student groups 3. Expulsion rates a. Maintain our 0% expulsion rate - Pathways to achieve this action will be to implement PBIS district wide/each		<u>√</u> ALL/LEA	<u>√</u> ALL ----- OR <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	1)524K r8150, ob56xx,5800

<p>school site; professional development for staff; increased mental health services for student groups</p> <p>4. Annual California Healthy Kids Survey</p> <p>a. Administer to middle school students.</p> <p>b. Compare annual California Healthy Kids Survey to the year before to determine if we increased the feelings of student safety</p> <p>5. High attendance rates</p> <p>a. Maintain or increase the 2014/15 district attendance rate of 94.7% in future years</p> <p>b. Reward good attendance with verbal and written praise; positive attendance assemblies</p> <p>6. Address chronic absenteeism</p> <p>a. Address chronic absenteeism by principals meeting with parents/families; using Education Codes to strengthen school/district position of students being at school; School Attendance Review Board; and County SMART Team</p> <p>7. Middle school dropout rate</p> <p>a. 2014/15: Seven Hills promoted 91- eighth grade students with six (6) students being socially promoted – decrease by .25% - Pathways to achieve: Discovery Workshop during the school day at Seven Hills; Homework and tutoring support after</p> <p>8. Implement PBIS at both school sites (district wide including our Charter School)</p> <p>a. Continue professional development</p> <p>b. Provide students with positive feedback</p> <p>9. Increase psychologist time using Mental Health dollars</p> <p>10. Maintain Dean of Students/Coordinator of Student Services</p> <p>11. Maintain after school programs: Childcare, Sports, Enrichment, Academic coaches</p> <p>12. Psych services</p>			<p>8)4K GF Sup ob4300</p> <p>9)12K r6512 10)106K GF/SE ob1340/1370 11)85K r0844 parents 22.2K r0905 ob1195 3.7K r0905 ob1190</p> <p>12)78.4K GF contribution to SE ob1210</p>
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Goal 2 - LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Schools are maintained in good repair • Decrease pupil suspension rates by 1% • Maintain 0% expulsion rates • Annual California Healthy Kids Survey • Maintain high attendance rates of 94.7% or above • Establish a baseline to address chronic absenteeism • Middle school dropout rate • High school dropout rates – does not apply • High school graduation rates – does not apply
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Schools are maintained in good repair	√ALL/LEA	√ALL	

<p>2. Decrease in pupil suspension rates</p> <p>a. 2013/14 district suspension rate was 2.9%. Goal is to annually decrease suspensions by 1% - Pathways to achieve this action will be to implement PBIS district wide/each school site; professional development for staff; increased mental health services for student groups</p> <p>3. Expulsion rates</p> <p>a. Maintain our 0% expulsion rate - Pathways to achieve this action will be to implement PBIS district wide/each school site; professional development for staff; increased mental health services for student groups</p> <p>4. Annual California Healthy Kids Survey</p> <p>a. Administer to middle school students.</p> <p>b. Compare annual California Healthy Kids Survey to the year before to determine if we increased the feelings of student safety</p> <p>5. High attendance rates</p> <p>a. Maintain or increase the 2014/15 district attendance rate of 94.7% in future years</p> <p>b. Reward good attendance with verbal and written praise; positive attendance assemblies</p> <p>6. Address chronic absenteeism</p> <p>a. Address chronic absenteeism by principals meeting with parents/families; using Education Codes to strengthen school/district position of students being at school; School Attendance Review Board; and County SMART Team</p> <p>7. Middle school dropout rate</p> <p>a. 2014/15: Seven Hills promoted 91- eighth grade students with six (6) students being socially promoted – decrease by .25% - Pathways to achieve: Discovery Workshop during the school day at Seven Hills; Homework and tutoring support after</p> <p>8. Implement PBIS at both school sites</p> <p>9. Increase psychologist time using Mental Health dollars</p> <p>10. Maintain Dean of Students/Coordinator of Student Services</p> <p>11. Maintain after school programs: Childcare, Sports, Enrichment, Academic coaches</p> <p>12. Psych services</p>		<p>-----</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)226K r8150 ob56xx,5800</p> <p>8)4K GF Sup ob4300</p> <p>9)12K r6512 10)108K GF/SE ob1340/1370 11)83K r0844 parents 22.2K r0905 ob1195 3.7K r0905 ob1190</p> <p>12)84K GF contribution to SE ob1210</p>
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Goal 2 - LCAP Year 3: 2017-18

Expected Annual	<ul style="list-style-type: none"> • Schools are maintained in good repair
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Measurable Outcomes:	<ul style="list-style-type: none"> • Decrease pupil suspension rates by 1% • Maintain 0% expulsion rates • Annual California Healthy Kids Survey • Maintain high attendance rates of 94.7% or above • Establish a baseline to address chronic absenteeism • Middle school dropout rate • High school dropout rates – does not apply • High school graduation rates – does not apply 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> Schools are maintained in good repair Decrease in pupil suspension rates Expulsion rates Annual California Healthy Kids Survey High attendance rates Address chronic absenteeism Middle school dropout rate Implement PBIS at both school sites Increase psychologist time using Mental Health dollars Maintain Dean of Students/Coordinator of Student Services Maintain after school programs: Childcare, Sports, Enrichment, Academic coaches Psych services 	<u>√</u> ALL/LEA	<p style="text-align: center;"><u>√</u>ALL</p> <p>-----</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)91K r8150 ob56xx/5800</p> <p>8)4K GF Sup ob4300</p> <p>9)12K r6512 10)109K GF/SE ob1340/1370 11)81K r0844 parents 22.2K r0905 ob1195 3.7K r0905 ob1190</p> <p>12)87K GF contribution to SE ob1210</p>

GOAL: 3	All students will make grade level math proficiency as measured by CAASSP; grade-level and or subject matter assessments.	Related State and/or Local Priorities: $1\sqrt{2}\sqrt{3}\sqrt{4}\sqrt{5} \quad 6 \quad 7 \quad 8$ COE only: 9 10 Local : Specify _____
Identified Need :	Increase the math performance of all students (Deficiency of math proficiency identified by the California Standards Test and Program Improvement)	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated Fluent English proficient; Foster Youth; and SpEd
Goal 3 - LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will use CCSS aligned materials • Home/school support activities designed to improve skills and increase depth of knowledge including unduplicated students and students with exceptional needs • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as 	

	<ul style="list-style-type: none"> • applicable; CAASSP; CELDT • Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – not applicable • Students who have passes an advanced placement examination with a score of three (3) or higher – not applicable • Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program – not applicable 			
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>	
<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials <ol style="list-style-type: none"> a. Every pupil in the school district has sufficient access to the standards aligned instructional materials – Williams Settlement Act 2. Home/school support activities designed to improve skills and increase depth of knowledge <ol style="list-style-type: none"> a. Content specific parent nights 3. Student level of achievement of 80% demonstrated proficiency <ol style="list-style-type: none"> a. CAASSP, grade level/subject matter assessments 4. Provide math intervention for students who are at-risk of not achieving grade-level proficiency <ol style="list-style-type: none"> a. Math intervention via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year 5. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs <ol style="list-style-type: none"> a. Not applicable/high school only 6. Students who have passes an advanced placement examination with a score of three (3) or higher <ol style="list-style-type: none"> a. Not applicable/high school only 7. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program <ol style="list-style-type: none"> a. Not applicable/high school only 	<p style="text-align: center;"><u>√</u>ALL/LEA</p>	<p style="text-align: center;"><u>√</u>ALL</p> <hr style="border-top: 1px dashed #000;"/> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify) <u>Special Education</u> 	<p style="text-align: center;">1)34K GF/r6300 ob4140</p> <p style="text-align: center;">4)5.5K r3010 ob1100 54K r3010 obj1100 4K GF Sup ob1100 59K GF Sup ob1100 6K GF Sup ob 1100</p>	
Goal 3 - LCAP Year 2: 2016-17				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students will use CCSS aligned materials • Home/school support activities designed to improve skills and increase depth of knowledge including unduplicated students and students with exceptional needs • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as applicable; CAASSP; CELDT • Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – not applicable • Students who have passes an advanced placement examination with a score of three (3) or higher – not applicable • Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program – not applicable 			
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>	

<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials 2. Home/school support activities designed to improve skills and increase depth of knowledge 3. Student level of achievement of no less than 80% of students demonstrating proficiency 4. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 5. Professional development for staff 6. Math intervention 7. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs 8. Students who have passes an advanced placement examination with a score of three (3) or higher 9. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program 	<u>√</u> ALL/LEA	<p style="text-align: center;"><u>√</u>ALL</p> <p>-----</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)35K GF/r6300 ob4140</p> <p>4)5.5K r3010 ob1100 56K r3010 obj1100 4K GF Sup ob1100 61K GF Sup ob1100 6K GF Sup ob 1100</p>
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Goal 3 - LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students will use CCSS aligned materials • Home/school support activities designed to improve skills and increase depth of knowledge including unduplicated students and students with exceptional needs • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as applicable; CAASSP; CELDT • Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – not applicable • Students who have passes an advanced placement examination with a score of three (3) or higher – not applicable • Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program – not applicable
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials 2. Home/school support activities designed to improve skills and increase depth of knowledge 3. Student level of achievement of 80% of students demonstrating proficiency 4. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 5. Professional development for staff 6. Math intervention 7. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs 	<u>√</u> ALL/LEA	<p style="text-align: center;"><u>√</u>ALL</p> <p>-----</p> <p>OR</p> <ul style="list-style-type: none"> • Low Income pupils • English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> 	<p>1)36K GF/r6300 ob4140</p> <p>4)5.5K r3010 ob1100 58K r3010 obj1100 4K GF Sup ob1100 63K GF Sup ob1100 6K GF Sup ob 1100</p>

GOAL: 4	<p>To narrow the achievement gap between low income, English Learners, RFEP students, Foster Youth, and the general population</p>	<p style="text-align: right;">Related State and/or Local Priorities: 1 2 3√ 4√ 5√ 6√ 7√ 8√ COE only: 9 10</p>
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Local : Specify _____

Identified Need :	Increase the math performance of all students (Deficiency of math proficiency identified by the California Standards Test and Program Improvement) Ongoing reclassification process for English Learners
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated Fluent English proficient; Foster Youth; and SpEd

Goal 4 - LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will use California Standards aligned materials Home/school support activities designed to improve skills and increase depth of knowledge Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as applicable; CAASSP; CELDT; RFEP reclassification rate of NWEA MAP test for all fifth and sixth graders Provide math intervention for students who are at-risk of not achieving grade-level proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Students will use CCSS aligned materials <ul style="list-style-type: none"> a. Every pupil in the school district has sufficient access to the standards aligned instructional materials – Williams Settlement Act 2. Home/school support activities designed to improve skills and increase depth of knowledge (reading support, classroom aides, library aides) <ul style="list-style-type: none"> a. Content specific parent nights 3. Student level of achievement of 80% demonstrated proficiency State and district identified assessments <ul style="list-style-type: none"> a. CAASSP, grade level/subject matter assessments 4. NWEA MAP test for all fifth and sixth graders <ul style="list-style-type: none"> a. Administered for math performance for placement 5. Provide math intervention for students who are at-risk of not achieving grade-level proficiency <ul style="list-style-type: none"> a. Math intervention provided via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year 6. Homework 7. Utilize Board Policy as guide to promote student achievement and reinforce classroom learning <ul style="list-style-type: none"> o <i>Reclassified Fluent-English-Proficient (RFEP) Students</i> Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP. 	ALL/LEA	ALL ----- OR: <ul style="list-style-type: none"> √ Low Income pupils √ English Learners √ Redesignated fluent English proficient √ Foster Youth √ Other Subgroups:(Specify) <u>Special Education</u> 	2)45K GF Sup ob1100 7.8 K GF Sup ob 2100 99.7K SE aides 48.5K GF ob 2210 5)See goal #3

<p>EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:</p> <ol style="list-style-type: none"> 1. Assessment of English language proficiency, using the California CELDT 2. Teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average, or other measure that LEAs use to determine students’ academic performance. 3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child’s English language proficiency and meeting the guidelines for reclassification 4. Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the CST for ELA or the CMA for ELA 			
Goal 4 - LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students will use California Standards aligned materials • Home/school support activities designed to improve skills and increase depth of knowledge • Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as applicable; CAASSP; CELDT; RFEP reclassification rate of students • NWEA MAP test for all fifth and sixth graders • Provide math intervention for students who are at-risk of not achieving grade-level proficiency 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials 2. Home/school support activities designed to improve skills and increase depth of knowledge 3. Student level of achievement of 80% of students demonstrating proficiency on State assessment 4. NWEA MAP test for all fifth and sixth graders 5. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 6. Professional development for staff 7. Homework <ul style="list-style-type: none"> • RFEP: Reclassification is based on multiple measures and parental approval. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. There are three different pathways to reclassification based on the students' grade level. These are divided by grades 1-2, 3-6 and 7-8. Meeting the CELDT performance level is required to begin the reclassification process. Students in grades 1-2 must 	<p>ALL/LEA</p>	<p>ALL</p> <hr/> <p>OR</p> <ul style="list-style-type: none"> √ Low Income pupils √ English Learners_Redesignated fluent English proficient √ Foster Youth √ Other Subgroups:(Specify) <u>Special Education</u> 	<p>2)47K GF Sup ob1100</p> <hr/> <p>8K GF Sup ob 2100</p> <p>101.7K SE aides</p> <hr/> <p>50.3K GF K 2210</p> <hr/> <p>5)See goal #3</p>

meet all four multiple measures in order to be reclassified. Students in grades 3-6 must meet the CELDT and three of the four other criteria, students in grades 7-12 must meet the CELDT and four of the five other criteria. Reclassification will only be considered once a year after receiving the official CELDT scores. Students will be reclassified as soon as the official CELDT results are made available and the students have also achieved the other criteria. This will generally take place in January. The scores from the Performance Expectation Form will be transferred to the Reclassified to Fluent English Proficient Status form and sent home for parent approval and signature for any student who meets the reclassification criteria. Parents will also receive a congratulatory phone call. Parent signatures are required in order for a student to be reclassified. When the form is signed and returned to the district office, students' coding will be changed from LEP to RFEP. The reclassification date will also be entered into the database.

Goal 4 - LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Students will use California Standards aligned materials
- Home/school support activities designed to improve skills and increase depth of knowledge
- Student level of achievement of 80% of students demonstrating proficiency on curriculum embedded assessments; Maintain API (to be determined) as applicable; CAASSP; CELDT; RFEP reclassification rate of
- NWEA MAP test for all fifth and sixth graders
- Provide math intervention for students who are at-risk of not achieving grade-level proficiency

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> Students will use CCSS aligned materials Home/school support activities designed to improve skills and increase depth of knowledge Student level of achievement of 80% of students demonstrating proficiency on State assessment NWEA MAP test for all fifth and sixth graders Provide math intervention for students who are at-risk of not achieving grade-level proficiency Professional development for staff Homework <ul style="list-style-type: none"> • RFEP: Reclassification is based on multiple measures and parental approval. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. There are three different pathways to reclassification based on the students' grade level. These are divided by grades 1-2, 3-6 and 7-8. Meeting the CELDT performance level is required to 	ALL/LEA	<p>ALL</p> <p>OR:</p> <ul style="list-style-type: none"> √ Low Income pupils √ English Learners √ Redesignated fluent English proficient √ Foster Youth √ Other Subgroups:(Specify) <u>Special Education</u> 	<p>2)49K GF Sup ob1100</p> <p>8.2K GF ob 2100</p> <p>103.7 SE aides</p> <p>51K GF ob2210</p> <p>5)See Goal #3</p>

begin the reclassification process. Students in grades 1-2 must meet all four multiple measures in order to be reclassified. Students in grades 3-6 must meet the CELDT and three of the four other criteria, students in grades 7-12 must meet the CELDT and four of the five other criteria.

Reclassification will only be considered once a year after receiving the official CELDT scores. Students will be reclassified as soon as the official CELDT results are made available and the students have also achieved the other criteria. This will generally take place in January. The scores from the Performance Expectation Form will be transferred to the Reclassified to Fluent English Proficient Status form and sent home for parent approval and signature for any student who meets the reclassification criteria. Parents will also receive a congratulatory phone call.

Parent signatures are required in order for a student to be reclassified. When the form is signed and returned to the district office, students' coding will be changed from LEP to RFEP. The reclassification date will also be entered into the database

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

Guiding Questions:

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

LCAP: 1		COE only: 9 10 Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Fully credentialed teachers in all TK-8 classrooms Teachers and support staff will participant in professional development activities, training Early release day one day per month for instructional articulation/ collaboration time for certificated staff BTSA support including for new teachers Annual review of curriculum to promote and implement classroom instruction centered on CCSS Maintain sufficiency in standards aligned instructional materials/students will use CCSS aligned materials Home/school support activities designed to improve skills and increase depth of knowledge Student level of achievement of 80% of students demonstrating proficiency Math committee will recommend math materials for pilot and full 2015/16 implementation Provide math intervention for students who are at-risk of not achieving grade-level proficiency 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% fully credentialed teachers All staff participated in professional development Maintain Early release day one day per month for instructional articulation/ Collaboration time was provided for certificated staff one (1) time a month All new teachers to the teaching profession participated in BTSA Maintain sufficiency in standards aligned instructional materials <ul style="list-style-type: none"> Classroom instruction was based on CCSS Students used CCSS aligned materials for mathematics only Williams Settlement Act Home/school support provided was Parent Math Nights and Parenting classes Maintain benchmark assessments that are administered grades Kindergarten through eighth to monitor proficiency of students Math intervention provided via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year
	Planned Actions/Services		Actual Actions/Services
		Budgeted Expenditures	Estimated Actual Annual Expenditures

<p>1. Implement CCSS 2. Professional development</p>	<p>\$60 K CCSS funds \$45 K GF and Lottery \$19 K sites/lottery \$14 K GF \$27 K CCSS \$10 K Title I</p>		<p>1. Annual review of curriculum by curriculum committees, leadership, and technology 2. Pilot, review and adopt CCSS Math 3. Purchase other CCSS instructional materials 4. Professional development 5. Monthly Early Release Days, teacher collaboration, county curriculum coaches, BTSA, tutoring 6. Increase student access to technology 7. 100% Highly Qualified Teachers</p>	<p>2)86K GF 4140 50.7K r7405 3)10.8K r7405 4)26.3K r7405 10K r3010 32.1K GF obj1100 4K GF ob5800 5)29.9K GF Sup 4K GF Sup 56.2K GF Sup 6)80K GF obj4400 7)2,640K GF/SE</p>
<p>Scope of service:</p>	<p>Local Education Agency (LEA) – all</p>	<p><input checked="" type="checkbox"/> ALL/LEA</p>	<p>Scope of service:</p>	<p>Local Education Agency(LEA)- all</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <ul style="list-style-type: none"> • Low Income pupils English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)<u>Special Education</u> </p>	
<p>Scope of service:</p>			<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • We plan to continue the District wide implementation of new math adoption grades Kindergarten – eighth grade. We will continue to plan professional development and collaboration time for certificated staff to access to standards aligned materials. • Current actions of implementing technology into the classroom will continue • <u> </u> Determined to use the pertinent information from the California Healthy Kids Survey (CHKS) as input as it pertains to this goal
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<p>2014/15 GOAL LCAP: 2</p>	<p>To support an environment which ensures children and staff are healthy, safe, engaged. Supported and challenged in sustainable ways.</p>	<p>Related State and/or Local Priorities: 1√ 2 3 4 5√ 6√ 7 8 COE only: 9 10 Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Schools are maintained in good repair/review our five (5) year Deferred Maintenance Plan in support of maintaining facilities 2. Decrease in pupil suspension rates 3. Expulsion rates 4. Annual California Healthy Kids Survey 5. High attendance rates 6. Address chronic absenteeism 7. Middle school dropout rate 8. High school dropout rates 9. High school graduation rates 10. LCFF Parent Survey 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Review Williams Settlement Case criteria and reports quarterly 2. 2013/14 district suspension rate was 2.9%. Goal is to annually decrease suspensions by .25% 3. Maintain our 0% expulsion rate with the components and agreements of the PBIS 4. Annual administration of the CHKS 5. 95.0% and above; Deer Creek School ; Seven Hills Middle School 6. Address chronic absenteeism by principals meeting with parents/families; using Education Codes; School Attendance Review Board; and County SMART Team 7. Seven Hills 2014/15: promoted 94% of its eighth grade students 8. Does not apply 9. Does not apply 10. LCFF Parent Survey was administered February 2015
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<ol style="list-style-type: none"> 1. Positive behavior support to ensure safe and healthy learning environment 2. Increase psychologist time using Mental Health dollars 3. Increase Parental Involvement 4. Safe, well maintained facilities 	<p>\$1 K GF \$1.7 K Lottery \$11 K Title II \$15 K Lottery \$94 K Parents \$28 K res 9322 \$10 K Fund 35 \$275 K Fund 40 \$162 K GF 79K GF Sup</p>	<ol style="list-style-type: none"> 1. Attendance rates, student discipline logs, suspension rates, parent conferences, chronic absenteeism, middle school dropout rates, expulsion rates, SMART, SST referrals 2. Annual school site surveys, parent communications, CA Healthy Kids Survey, develop new communication tools 3. Quarterly Williams review, annual facility reviews, 5-yr deferred maintenance plan 4. After school programs: Childcare, Enrichment, tutoring, sports 5. Reroof gym and pave/repair school entryway 6. Increase psychologist time using Mental Health dollars 7. Maintain Dean of Students/Coordinator of Student Services 9. Psych services 	<p>3)1.6K 4035 obj1140 4)35K Enrichment-Parents 91K r0844 22.4K r0905obj1195 3.1K r0905obj1190 5)297.7K r8150,r9322,fund 40 113K r8150obj 56xx 6) 7.5K r6512 7)97K GF/SE ob13xx 9)75K GF contribute to SE ob1210</p>
<p>Scope of service: Local Education Agency (LCAP)- all</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><input checked="" type="checkbox"/> ALL/LEA</p>	<p>Scope of service: Local Education Agency (LCAP)- all</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Current actions implemented to provide positive experiences for all students. Continue to provide psychologist time for counseling; and consistent use of LEA and County-wide programs for students to support an environment which ensures children and staff are healthy, safe, engaged. Supported and challenged in sustainable ways • Teams of certificated, classified, and management participated in PBIS training at NCSOS • Purchasing additional time for school psychologist to provide mental health services (in response to the Deer Creek SSC) • Purchased the services of Public School Works to provide online training for: Student Behavior, Intervention, and Support; Student Safety, Wellness, and Social Responsibility; Bullying – Beat Bullying; Disruptive and Noncompliant Behaviors – The Acting Out Cycle; Playground and Supervision; Student Use of Technology – Ensuring Safety; Teaching Children with ADHD – Behavioral Interventions • 		

<p>2014/15 GOAL LCAP: 3</p>	<p>All students will make grade level math proficiency as measured by CAASSP; grade-level and or subject matter assessments</p>	<p>Related State and/or Local Priorities: 1√ 2√3√4√5 6 7 8 COE only: 9 10</p>
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Local : Specify _____

Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain 100% Highly Qualified Teachers 2. Students will use CCSS math aligned materials and assessments 3. Home/school support activities designed to improve skills and increase depth of knowledge/Parent – Teacher Conferences 4. Student level of achievement of no less than 80% of students math demonstrating proficiency/provide math intervention for students who are at-risk of not achieving grade-level proficiency 5. Professional development for staff 6. Use the results of CHKS to identify areas of need at Seven Hills 7. Purchase more devices (iPads and Chromebooks) for each campus 8. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs 9. Students who have passes an advanced placement examination with a score of three (3) or higher 10. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain 100% Highly Qualified Teachers 2. Every pupil in the school district has sufficient access to the standards aligned math instructional materials 3. Parent/teacher conferences were held in last fall and this spring 4. Math intervention provided via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year; RSP, SDC, and EL students are provided additional services as mandated by their IEP or CEDLT level; Supplemental instructional materials are purchased for RSP, SDC, and EL students; four (4) math content specific parent nights; Maintained the certificated teacher to provide math intervention during the day at Deer Creek School 5. Professional development for certificated staff CAASSP; grade level/subject matter assessments; mathematics instruction 6. Improve results from CHKS by .25% in the areas of: feelings of safety on campus; adult connection on campus; and drug use 7. Additional purchases of iPads for grades TK -2; and Chromebooks grades 3 – 8 8. All supplies provided 9. Not applicable/high school only 10. Not applicable/high school only 	
	LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures			Estimated Actual Annual Expenditures		

<p>1. Increase student achievement in math and ELA</p>	<p>\$825 K State, Fed, GF \$25 K GF \$82 K GF \$2,547 K GF \$2 K GF</p>	<p>1. SBAC, Benchmark testing, parent teacher conferences, State Board of Education Academic Standards, Next Generation Science Standards, English Language Development standards, Highly Qualified teachers, teacher Misassignments 2. School support-classroom aides 3. Student support-technology training 4. Student technology equipment 5. Student math support</p>	<p>2)27K GF obj2100 3)42K GF Sup obj1100 17.9K 4035 obj1100 4)10K GF Sup ob4400 5)53K r3010 ob1100</p>		
<p>Scope of service:</p>	<p>Local Education Agency (LCAP)- all</p>	<p>√ALL/LEA</p>	<p>Scope of service:</p>	<p>Local Education Agency (LCAP)- all</p>	
<p>__√ALL</p>			<p>√ALL</p>		
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>			<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		
<p>Scope of service:</p>			<p>Scope of service:</p>		
<p>__ALL</p>			<p>__ALL</p>		
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>			<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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>	<ul style="list-style-type: none"> • All students with the exception of some Special Day Class (SDC) students participate in the general education program • RSP, SDC, and EL students are provided additional services as mandated by their IEP or CEDLT level • Supplemental instructional materials are purchased for RSP, SDC, and EL students • Continue to support and implement student services for all students in order to make grade level math proficiency as established at the beginning of each grade-level with the administration of a formative assessment • In grades 3 – 8 grade level formative assessments along with the CAASSP; CELDT; NWEA MAP (for fifth and sixth grades) are and will be used to determine individual students proficiency; Professional development that addresses mathematics instruction • New hiring of after school math tutors • Maintained the certificated teacher to provide math intervention during the day at Deer Creek School • Additional purchases of iPads for grades TK -2; and Chromebooks grades 3 – 8 • Determined to use the pertinent information from the California Healthy Kids Survey (CHKS) as input as it pertains to this goal <p>Current actions have been effective in providing for successful student outcomes as related to this goal</p>				

<p>2014/15 GOAL LCAP: 4</p>	<p>To narrow the achievement gap between low-income, English Learners, RFEP, Foster Youth, and the general population.</p>		<p>Related State and/or Local Priorities: 1 2 3√ 4√ 5√ 6√ 7√ 8√ COE only: 9 10 Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Students will use CCSS aligned materials and assessments – establish baseline for each student; NWEA MAP test for all fifth and sixth graders Home/school support activities designed to improve skills and increase depth of knowledge Student level of achievement of no less than 80% of students demonstrating proficiency on State assessment – timing of assessments tied to First and Second Interim and Budget Adoption; Annual CEDLT exam administered to EL to mark progress towards RFEP Provide math intervention for students who are at-risk of not achieving grade-level proficiency Homework 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Every pupil in the school district has sufficient access to the standards aligned instructional materials and assessments Content specific parent nights CAASSP, grade level/subject matter assessments Administered for math performance for placement Math intervention provided via: credentialed teacher provided math (and reading) support during the day at Deer Creek School; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency. After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in seventh and eighth grades during the 2015/16 school year Utilize Board Policy as guide to promote student achievement and reinforce classroom learning 	
<p>LCAP Year: 2014-15</p>				
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>		
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>	
<ol style="list-style-type: none"> Individual and small group interventions Closer monitoring of our EL students is needed. We have identified a need for more regular collaboration and coordination with classroom teachers for planning ELD instruction. High intensity instruction 	<p>\$5.6 K Lottery \$62 K Title I \$10 K Mental Health \$39 K Lottery \$4.5 K Title I \$86.5 K fund 12</p>	<ol style="list-style-type: none"> SBAC, Benchmark testing, parent teacher conferences, CELDT, EL reclassification rate Individual review of CELDT profiles and consistent delivery models for on-going professional development for classroom strategies for ELD. Services provided in addition to core programs in math and ELA Technology based literacy and math interventions Individual and small group interventions in reading Library aides State Preschool program Summer Math Program After school tutoring 	<p>3)50.7K r3010obj1100 5)44K GF Sup ob1100 6)42.6K Lottery obj2210 7)99K Fund 12 8)6K GF Sup ob1100 9)3K GF Sup ob1100</p>	
<p>Scope of service:</p>	<p>District wide</p>	<p>ALL/LEA</p>	<p>Scope of service:</p>	<p>District wide</p>
<p>__ALL</p>		<p>__ALL</p>		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		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)	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To narrow the achievement gap between low-income, English Learners, RFEP, Foster Youth, and the general population. Afterschool math tutoring at both Deer Creek and Seven Hills. Intervention during the school day at both Deer Creek and Seven Hills. Establish a baseline performance of services.		

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 charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or 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>300,723</u>
The Nevada City School District has no significant sub groups, so it is in the best interest of all students to use supplemental funds district wide. The District has determined that the best use of supplemental dollars is for all students because the unduplicated count is relatively low, and the population is spread throughout the District’s two schools. To ensure that each student receives the individualized support needed to meet the District’s goals of helping all students to demonstrate proficiency in CCSS Mathematics and English Language Arts, priority for assistance will be our unduplicated students; with remaining spots open for any student in need of help however this allows the District	
The District has spent Supplemental funding on Early Release Collaboration days for all teachers, Discovery workshop period at Seven Hills for all students, PBIS/support services, summer math program, after school tutoring, supplemental reading programs, increased access to technology for students, and provided technology training for students. These services have been provided district and schoolwide for all students, especially those who are struggling academically. In a district our size the most effective use of funds and staff is to provide increased and improved services to all students in order to serve all students who are struggling academically (not just low-income students). District services are effective	

in directly meeting the needs of our unduplicated pupils as well as any other student who is struggling.

- 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.

6.27	%
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The district increased services for all students in 14/15 through adding additional student computers, providing additional technology training to students, starting PBIS, and adding a summer math program to the curriculum. The district evaluated the Early Release Collaboration days with teachers and will continue this valuable practice in future years. Supplemental math and English programs are reviewed and evaluated each year by teachers and administration to ensure quality and effectiveness. With these additions and improvements the District has demonstrated it has met the proportionality requirements.

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

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).