

Introduction: Public Hearing 6/9/15, Adoption 6/16/15

LEA: Penn Valley Union ESD Contact: Torie F. England, Ed. D., Superintendent, (530-432-7311) LCAP Year: 2015-2016

Penn Valley Union Elementary School District serves a combined total of approximately 750 students including Vantage Point Charter School, a K-12 independent study school that has a separate LCAP. This district serves Penn Valley, Rough and Ready, Lake Wildwood, and Smartsville. This is a community of talented administrators, dedicated teachers and staff, and supportive parents who have a passion for excellence in all that we do. All of our schools are safe, well maintained, and staffed with exceptional and caring adults. Our students benefit from a high caliber curriculum as well as the arts, music, technology, gardens, special clubs, and athletic opportunities.

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.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Information is presented to all Penn Valley UESD stakeholders: parents, students, classified and certificated staff, and Governing Boards regarding LCAP and LCFF guidelines and regulations through a variety of avenues moving forward 3 years:</p> <ul style="list-style-type: none"> • LCAP and LCFF information is presented and discussed at monthly Administrative Council meetings, monthly Leadership/Budget Advisory Committee meetings, and monthly Governing Board meetings. (The Leadership/Budget Advisory Committee includes teachers, support staff, board members, and administration.) Information is also posted to the District website. • Community Information Forums are held throughout the year at different school sites. • February: An LCAP Annual Survey for parents and staff is made available in 	<p>Input from stakeholder is used to determine the District’s goals and address the eight priorities set by the State as part of its Local Control Funding Formula Plan for financing public schools. These goals show how the district will invest funds to improve educational outcomes for all students including students from low income families, children in foster care, redesignated fluent English proficient and students who are learning English.</p> <p>The following priorities are described by stakeholders and are incorporated into our plan:</p> <ul style="list-style-type: none"> • Safe and positive school climate and environment

printed format or as an online survey.

- On March 18, 2015 the LCAP was presented to the parent advisory board at Ready Springs School, and on March 19, 2015 the LCAP was presented to the parent advisory board at Williams Ranch School and Pleasant Valley School.
- April: Site Council annual spring surveys (available in paper and online versions) are conducted that gather information that directly align to the LCAP goals. The information to link to access the LCAP and Program Survey is sent to all district families through a flyer sent home, district website and a school-wide announcement.
- April: Information from the community meetings and the Program Surveys are summarized and then analyzed by the Leadership/Budget Committee and compared to district goals including student engagement and achievement, course and curriculum access, basic services and parental involvement.
- An LCFF/LCAP webpage has been created on the district website to keep the broader community updated on meetings and provide information.
- March: A draft LCAP is developed using information compiled from the avenues listed above. The draft is sent to School Site Councils, the Leadership/Budget Committee, Governing Board, certificated and classified staff, and administration for questions and comments. Questions or comments are reviewed by the Leadership/Budget Committee and at Governing Board meetings for possible inclusion or changes to the draft LCAP before final approval in June.
- Spring: Middle school students review the School Handbook and provide input for changes/edits to the annual document which includes several items that are addressed in the LCAP; attendance, school climate, school to home communication, etc.
- August: Meetings with local bargaining units are scheduled and members are consulted regarding the content of this document. A schedule and matrix for data collection on the metrics of the document will be developed.
- September: Data is shared with stakeholders and district committees from SBAC and Science tests (grade 5 and 8) on student progress.

for students, staff, and parents

- Academic achievement
- Positive and consistent behavior intervention and support
- Effective and varied communication
- High quality and well trained staff
- Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff.
- Consistency in schedules, time to collaborate and training for support staff
- Procedures/policies consistently adhered to for student and staff safety with follow-up procedures.
- 21st Century Learning and skills
- Common Core State Standards (CCSS) and aligned instruction in the content areas
- Attention given to class sizes that support high quality teaching and learning
- Technology to support CCSS aligned curriculum and instruction and Smarter Balanced (SBAC) testing
- Meaningful parental involvement (beyond volunteers)
- Textbooks/resources to support CCSS curriculum

The following state and district priorities have been identified and are included in the LCAP:

A. Conditions of Learning:

- Basic (teacher credentialing/assignment; access to standards-aligned instructional materials; facilities in good repair)
- Implementation of State Standards

- April: Consultation is held with members of the Nevada County Superintendent of Schools office for purposes of support in the process of the LCAP document.
- June: The draft LCAP is presented to the Penn Valley UESD Governing Board at their regular June meeting for public comment with an additional Special Board Meeting held shortly thereafter for adoption and then forwarded to the Nevada County Office of Education.

We view the LCAP process as a never ending cycle of continuous improvement. We have and will continue to engage in the data based, systematic review of needs, gaps, causes, actions, and evaluation to ensure the best possible educational services are provided all students and families. We provide a learning community that challenges all students to realize their greatest potential which in turn will require broad stakeholder engagement and involvement.

Public Hearing of the District’s LCAP: June 9, 2015

Board Approval/Adoption: June 16, 2015

- Course Access
- B. Pupil Outcomes:
- Pupil Achievement
 - Other Student Outcomes
- C. Engagement:
- Parent Involvement
 - Pupil Engagement
 - School Climate

The Following LCAP goals are presented in this plan:

1. The District will provide high quality instruction and learning opportunities in which all students work toward attaining proficiency in English Language Arts and Math.
2. All District departments and school sites will provide a physically and emotionally safe and secure environment for all students and staff.
3. Ensure access to and work toward mastery of 21st Century learning tools, resources and skills for all staff and students, including students with special needs.
4. Increase parent and community involvement and communication throughout the district and community.

The three year LCAP will be revisited in the above manner each following year. Goals will be assessed to determine the actual progress toward meeting those goals, to describe any changes to those goals, and to add a new year of goals to continue the three year cycle. Funding, demographics, significant sub-groups, enrollment, etc. will be reviewed and assessed to determine what changes will be made.

<p>Annual Update: Information was presented to all Penn Valley UESD stakeholders: parents, students, classified and certificated staff, and Governing Boards regarding LCAP and LCFF guidelines and regulations through a variety of avenues. For all meetings, attendees signed a roll list and we keep this on file.</p> <ul style="list-style-type: none"> • 2014-2015 School Year: LCAP goals, budgetary expenditures and information on student progress and school programming was presented and discussed at monthly Administrative Council meetings, monthly Leadership/Budget Advisory Committee meetings, and monthly Governing Board meetings. (The Leadership/Budget Advisory Committee includes teachers, support staff, board members, and administration.) Information was also posted to the District website. • November, 2014 and February, 2015: Community Information Forums were held at different school sites to allow for exchange of information, ideas, feedback and input on LCAP goals and budgetary expenditures. • February, 2015: An LCAP Annual Survey of parents and staff was made available in printed format and in an online survey. These surveys continue to be an important avenue to connect with the community and receive feedback from those who often cannot come to the school site. Overall, we are pleased with the continued positive reports on school achievement, climate and facility topics. • April, 2015: Input from Site Council annual spring surveys (available in paper and online versions) was collected. The link to access the LCAP Annual Survey and Program Surveys was sent to all district families via flyer, school messenger and district website announcing the availability of the surveys. • May, 2015: Information from the community meetings and the Program Surveys are summarized and then analyzed by the Leadership/Budget Committee and compared to the LCAP goals including student engagement and achievement, course and curriculum access, basic services and parental involvement. • An LCFF/LCAP webpage has been created on the district website to keep 	<p>Annual Update: Results from the surveys and public input sessions were used to update this document February through June, 2015. Input from stakeholders was used to determine the District’s goals and addressed the eight priorities set by the State as part of its Local Control Funding Formula Plan for financing public schools. These goals show how the district invested funds to improve educational outcomes for all students including students from low income families, children in foster care, redesignated fluent English proficient and students who are learning English. Through this process all of our stakeholders expressed positive feedback with the direction, progress and goals that were outlined in this year’s LCAP.</p> <p>The following priorities were described by stakeholders and were incorporated into our plan:</p> <ul style="list-style-type: none"> • Safe and positive school climate and environment for students, staff, and parents • Academic achievement • Positive and consistent behavior intervention and support • Effective and varied communication • High quality and well trained staff • Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff. • Consistency in schedules, time to collaborate and training for support staff • Procedures/policies consistently adhered to for student and staff safety with follow-up
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the broader community updated on meetings and provide information. March, 2015: A draft LCAP was developed using information compiled from the avenues listed above. The draft was sent to School Site Councils, the Leadership/Budget Committee, Governing Board, certificated and classified staff, and administration for questions and comments. Questions or comments are reviewed by the Leadership/Budget Committee and at Governing Board meetings for possible inclusion or changes to the draft LCAP before final approval in June. The LCAP goes through several draft versions before a final draft in June.

- April, 2015: Middle school students reviewed the School Handbook and provided input for changes/edits to the annual document which included items that are addressed in the LCAP; attendance, school climate, school to home communication, etc.
- April and May, 2015: Meetings with local bargaining units were scheduled, administration made themselves available for information and questions from the unit members. Unit members were consulted regarding the content of this document (attendance signature pages on file)
- April, 2015: Consultation was held with members of the Nevada County Superintendent of Schools office for purposes of support in the process of the LCAP document.
- May, 2015: The LCAP went through several draft versions in the development of the 2015-16 document. Feedback collected from stakeholders recommended that goal # 5 from the 2014-2015 LCAP be incorporated into goal #4, making it one encompassing goal. (attendance signature pages on file)
- May 12, 2015: Board meeting discussion of the 5/12/15 draft version of the LCAP (attendance signature pages on file)
- June, 2015: The draft LCAP was presented to the Penn Valley UESD Governing Board at their regular June meeting for public comment with an additional Special Board Meeting held shortly thereafter for adoption and then forwarded to the Nevada County Office of Education. (attendance signature pages on file)

procedures.

- 21st Century Learning and skills
- Common Core State Standards (CCSS) and aligned instruction in the content areas
- Attention given to class sizes that support high quality teaching and learning
- Technology to support CCSS aligned curriculum and instruction and Smarter Balanced (SBAC) testing
- Meaningful parental involvement (beyond volunteers)
- Textbooks/resources to support CCSS curriculum

The following state and district priorities have been identified and are included in the LCAP:

A. Conditions of Learning:

- Basic (teacher credentialing/assignment; access to standards-aligned instructional materials; facilities in good repair)
- Implementation of State Standards
- Course Access

B. Pupil Outcomes:

- Pupil Achievement
- Other Student Outcomes

C. Engagement:

- Parent Involvement
- Pupil Engagement
- School Climate

The Following LCAP goals were presented in 2014-2015's plan:

1. The District will provide high quality instruction and learning opportunities in which all students work toward attaining proficiency in English

	<p>Language Arts and Math.</p> <ol style="list-style-type: none"> 2. All District departments and school sites will provide a physically and emotionally safe and secure environment for all students and staff. 3. Ensure access to and work toward mastery of 21st Century learning tools, resources and skills for all staff and students, including students with special needs 4. Increase parent and community involvement. 5. Improve communication throughout the district and community. <p>The three year LCAP was revisited in the above manner each following year. Goals were assessed to determine the actual progress toward meeting those goals, to describe any changes to those goals, and to add a new year of goals to continue the three year cycle. Funding, demographics, significant sub-groups, enrollment, etc. was reviewed and assessed to determine what changes will be made.</p> <p>In reflecting on these various meetings with committees and stakeholders held throughout the year, we believe the people will become increasingly engaged and familiar with the LCAP in general; its purpose, its format, etc. which will lead into meaningful dialogue. See impact cells for each goal which specifically address feedback and changes.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, 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).

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

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school-wide, county-wide, 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 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 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:	Goal 1: The District will provide high quality instruction and learning opportunities in which all students, including students with special needs, will work toward attaining proficiency in English-Language Arts and Math.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 <u>X</u> 6 ___ 7 <u>X</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	Student mastery/proficiency of Common Core State Standards in ELA and math in order to increase the number of college and career ready students. Identified data that led to this need: STAR (previous data), CBM, grades and observational data. We will be anticipating the results from the spring 2015 CAASSP and creating a baseline of achievement.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>2014-2015 SBAC testing will create a base level to build upon student achievement scores to meet required achievement standards that will be developed by the State (API scores, etc.). Based on these scores, increase by 3% the overall scores of students tested.</p> <p>Maintain 100% highly qualified teachers with no miss-assignments</p> <p>Maintain sufficiency in standards aligned instructional materials</p> <p>Students will receive instruction and services that are aligned to the CCSS – including ELD standards</p> <p>EL students will advance one proficiency level until reclassification occurs</p> <p>Maintain RFEP Rates – Redesignated Fluent English Proficient</p> <p>Maintain Middle School Drop Out Rate</p> <p>Increase annually student progress toward proficiency on CELDT</p> <p>Ensure student enrollment in a broad course of study – Unduplicated, Exceptional Needs and FRPM/EL/Foster Youth</p> <p>High School metrics Career Tech, AP Placement, EAP Participation rates are not applicable because we are a K-8 district</p> <p>High School dropout rates, and Graduation rates are not applicable because we are a K-8 district</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to improve student learning and close achievement gaps, the district will provide:</p> <ul style="list-style-type: none"> • A collaborative culture (Professional Learning Community) in which staff (including certificated, classified, and administrative) work together on a regular basis to: <ul style="list-style-type: none"> ➢ Analyze student achievement using common assessments ➢ Develop strategies to improve achievement ➢ Share practical ways to improve teaching and learning • Weekly minimum days to support the collaborative culture* • Formative assessments in core subject areas of language arts and mathematics • Quality professional development to support CCSS implementation (i.e., Explicit Direct Instruction, county-wide sponsored workshops, webinars, professional conferences, etc.) • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist • Revise/Renew Student Success Team (SST) process and procedures – develop an SST Team • Research data analyzer programs, i.e., NWEA, OARS, etc. to consider purchase as added formative assessment tools to support student learning • Use SBAC Interim Assessments and Digital Library • Alignment of instruction with Common Core State Standards • Opportunity for participation in North Coast Beginning Teacher Induction Program (BTSA) 	LEA-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>LCFF Base & Sup Object 1100 Certificated Teachers \$1.659M</p> <p>LCFF Base & Sup Object 1300 \$181K 50% Principals & Superintendent</p> <p>LCAP Base Object 21xx Instructional Aides \$14,550</p> <p>LCAP Base & Sup Employer paid benefits obj 3xxx for positions above</p> <p>LCAP Base & Sup Object 8980 \$266K Support to Title I and Special Education programs of the district</p> <p>LCAP Base & Sup Object 4xxx Textbooks, Workbooks, Tests \$156,600</p> <p>BTSA funded by Title II Resource 4035</p>

<ul style="list-style-type: none"> • Research CCSS aligned curriculum and library materials and consider for purchase • Intervention programs <ul style="list-style-type: none"> ➢ Shorter (6 week) and targeted interventions ➢ Following RTI design; develop a model for intervention with at-risk and low performing students in ELA and math ➢ Provide training for all staff in intervention strategies ➢ Upgrade/renew programs • Maintain class size reduction (TK-3) • Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff 			<p>LCAP Base & Sup Testing Coordinator Object 2400 .25 FTE \$12K</p>
<ul style="list-style-type: none"> • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist • Revise/Renew Student Success Team (SST) process and procedures • Provide Tutoring services 	<p>LEA-wide</p>	<p><u> </u>ALL</p> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Based on 2015-2016 SBAC testing: Increase by 3% the overall scores of students tested.</p> <p>Maintain 100% highly qualified teachers with no miss-assignments</p> <p>Maintain sufficiency in standards aligned instructional materials</p> <p>Students will receive instruction and services that are aligned to the CCSS – Including ELD standards</p> <p>EL students will advance one proficiency level until reclassification occurs</p>
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	<p>Maintain RFEP Rates – Redesignated Fluent English Proficient</p> <p>Maintain Middle School Drop Out Rate</p> <p>Increase annually student progress toward proficiency on CELDT</p> <p>Ensure student enrollment in a broad course of study – Unduplicated, Exceptional Needs and FRPM/EL/Foster Youth</p> <p>High School metrics Career Tech, AP Placement, EAP Participation rates are not applicable because we are a K-8 district</p> <p>High School dropout rates, and Graduation rates are not applicable because we are a K-8 district</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to improve student learning and close achievement gaps, the district will provide:</p> <ul style="list-style-type: none"> • A collaborative culture (Professional Learning Community) in which staff (including certificated, classified, and administrative) work together on a regular basis to: <ul style="list-style-type: none"> ➢ Analyze student achievement using common assessments ➢ Develop strategies to improve achievement ➢ Share practical ways to improve teaching and learning • Weekly minimum days to support the collaborative culture • Formative assessments in core subject areas of language arts and mathematics • Quality professional development to support CCSS implementation (i.e., Explicit Direct Instruction, county-wide sponsored workshops, webinars, professional conferences, etc.) • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for 	LEA-wide	<p><u> X </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>LCFF Base & Sup Object 11xx Certificated Teachers \$1.7M</p> <p>LCFF Base & Sup Object 1300 \$185K 50% Principals & Superintendent</p> <p>LCAP Base Object 21xx Instructional Aides \$14k</p> <p>LCAP Base & Sup Employer paid benefits obj 3xxx for positions above</p> <p>LCAP Base & Sup Object 8980 \$270k Support to Title I and Special Education programs of the district</p>

<p>at-risk students – preferably with a full-time credentialed school psychologist</p> <ul style="list-style-type: none"> • Revise/Renew Student Success Team (SST) process and procedures – develop an SST Team • Research data analyzer programs, i.e., NWEA, OARS, etc. to consider purchase as added formative assessment tools to support student learning • Use SBAC Interim Assessments and Digital Library • Alignment of instruction with Common Core State Standards • Opportunity for participation in North Coast Beginning Teacher Induction Program (BTSA) • Research CCSS aligned curriculum and library materials and consider for purchase • Intervention programs <ul style="list-style-type: none"> ➢ Shorter (6 week) and targeted interventions ➢ Following RTI design; develop a model for intervention with at-risk and low performing students in ELA and math ➢ Provide training for all staff in intervention strategies ➢ Upgrade/renew programs • Maintain class size reduction (TK-3) • Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff 			<p>LCAP Base & Sup Object 4xxx Textbooks, Workbooks, Tests \$50,000</p> <p>BTSA funded by Title II Resource 4035</p>
<ul style="list-style-type: none"> • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist • Revise/Renew Student Success Team (SST) process and procedures • Provide Tutoring services 	<p>LEA-wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Based on 2016-2017 SBAC testing: Increase by 3% the overall scores of students tested.
- Maintain 100% highly qualified teachers with no miss-assignments
- Maintain sufficiency in standards aligned instructional materials
- Students will receive instruction and services that are aligned to the CCSS – Including ELD standards
- EL students will advance one proficiency level until reclassification occurs
- Maintain RFEP Rates – Redesignated Fluent English Proficient
- Maintain Middle School Drop Out Rate
- Increase annually student progress toward proficiency on CELDT
- Ensure student enrollment in a broad course of study – Unduplicated, Exceptional Needs and FRPM/EL/Foster Youth
- High School metrics Career Tech, AP Placement, EAP Participation rates are not applicable because we are a K-8 district
- High School dropout rates, and Graduation rates are not applicable because we are a K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In order to improve student learning and close achievement gaps, the district will provide:</p> <ul style="list-style-type: none"> • A collaborative culture (Professional Learning Community) in which staff (including certificated, classified, and administrative) work together on a regular basis to: <ul style="list-style-type: none"> ➢ Analyze student achievement using common assessments ➢ Develop strategies to improve achievement ➢ Share practical ways to improve teaching and learning • Weekly minimum days to support the collaborative culture 	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>LCFF Base & Sup Object 11xx Certificated Teachers \$1.75M</p> <p>LCFF Base & Sup Object 1300 \$195K 50% Principals & Superintendent</p> <p>LCAP Base Object 21xx \$15k Instructional Aides</p>

<ul style="list-style-type: none"> • Formative assessments in core subject areas of language arts and mathematics • Quality professional development to support CCSS implementation (i.e., Explicit Direct Instruction, county-wide sponsored workshops, webinars, professional conferences, etc.) • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist • Revise/Renew Student Success Team (SST) process and procedures – develop an SST Team • Research data analyzer programs, i.e., NWEA, OARS, etc. to consider purchase as added formative assessment tools to support student learning • Use SBAC Interim Assessments and Digital Library • Alignment of instruction with Common Core State Standards • Opportunity for participation in North Coast Beginning Teacher Induction Program (BTSA) • Research CCSS aligned curriculum and library materials and consider for purchase • Intervention programs <ul style="list-style-type: none"> ➤ Shorter (6 week) and targeted interventions ➤ Following RTI design; develop a model for intervention with at-risk and low performing students in ELA and math ➤ Provide training for all staff in intervention strategies ➤ Upgrade/renew programs • Maintain class size reduction (TK-3) • Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff 			<p>LCAP Base & Sup Employer paid benefits obj 3xxx for positions above</p> <p>LCAP Base & Sup Object 8980 \$290k Support to Title I and Special Education programs of the district</p> <p>LCAP Base & Sup Object 4xxx Textbooks, Workbooks, Tests \$40,000</p> <p>BTSA funded by Title II Resource 4035</p>
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<ul style="list-style-type: none"> • Monitor the Phoenix Academy and all resource and SDC programs • Title 1 Reading and Math Instruction • Instructional Assistant Support; provide training and allow for collaboration • Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist • Revise/Renew Student Success Team (SST) process and procedures • Provide Tutoring services 	LEA-wide	<input type="checkbox"/> ALL <hr/> 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) _____	
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GOAL:	Goal 2: All District departments and school sites will provide a physically and emotionally safe and secure environment for all students and staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Ensure physically and emotionally safe learning environments for all students and staff, including well run district facilities, operations and support services and emergency response systems. Identified data that led to this need included annual parent site council survey, Olweus surveys, discipline and referral logs, suspension and expulsion rates, SARB referrals, retention data, attendance data, CHKS surveys, FIT (Facilities Inspection Tool) report	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Reduction of 5% in Bullying & Behavior Referrals Increase attendance rates 0.5% Decrease Chronic Absenteeism by 1% Reduce SARB referrals by 2% Reduce suspension rates by 2%	

Maintain low expulsion rate

Responses to survey questions in relation to safety, school climate and caring relationships

Maintain Good overall ratings on FIT

Energy efficient upgrades will occur

High School dropout and graduation rates are not applicable because we are a K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➢ Provide time for peer support and behavior issues ➢ Classroom observations ➢ Follow up meetings ➢ Behavior plans ➢ Psychologist/counselor services • Maintain BEST (Building Effective Schools Together) school-wide positive behavior intervention system (PBIS) <ul style="list-style-type: none"> ➢ Ensure new and existing staff are aware of purpose of program and have adequate training • Promote opportunities and incentives to increase attendance rates at all school sites • Ensure school and district facilities are maintained and are safe working and learning environments • Provide programs (such as enrichment, after school support, Family Resource Center, parent education, parent outreach program) that will serve the residents in our District and attract students to our District. • School safety plans updated annually with participation from parents and students and emergency response systems • Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smoke-out, staff development and teacher training in research based programs and practices 	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base & Sup Object 29xx Noon Lunch Supervision Aides \$34,280</p> <p>LCFF Supplement Object 1200 Psychologist & Counselor \$35,000</p> <p>LCFF Base Object 1200 Nurse \$22,575</p> <p>LCFF Base Object 22xx&23xx Maintenance & Custodial Staff \$280K</p> <p>LCFF Base Object 2400 School & SARB Secretaries - Attendance Clerks \$150K</p> <p>LCFF Base Object 51&58xx Transportation Contract with First Student \$225,000</p>

<ul style="list-style-type: none"> • Peer mediation, conflict resolution, or character education programs • Train staff (certificated) to write and implement behavior support plans. • Energy efficiency upgrades will occur • Upgrade facilities, playgrounds and fields as needed • Research necessary supports, alternatives to suspension • Implement district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments • Provide alternatives to suspension • Procedures and policies consistently adhered to for student and staff safety. Follow-up procedures maintained • Expand positive recognition assemblies • Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success. • Form a working group to analyze data by student subgroup on lost class time due to student defiance. 	▼		<p>LCFF Base Object 8980 Routine Restricted Maintenance \$233,813</p> <p>LCFF Base Object 55xx Utilities \$242k</p> <p>LCFF Base Object 4300 Maint&Operations Supplies \$50k</p>
<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➢ Provide time for peer support and behavior issues ➢ Classroom observations ➢ Follow up meetings ➢ Behavior plans ➢ Psychologist/counselor services 	LEA-wide	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	\$ above

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Reduction of 5% in Bullying & Behavior Referrals</p> <p>Increase attendance rates 0.5%</p> <p>Decrease Chronic Absenteeism by 1%</p> <p>Reduce SARB referrals by 2%</p>
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	<p>Reduce suspension rates by 2%</p> <p>Maintain low expulsion rate</p> <p>Responses to survey questions in relation to safety, school climate and caring relationships</p> <p>Maintain Good overall ratings on FIT</p> <p>Energy efficient upgrades will occur</p> <p>High School dropout and graduation rates are not applicable because we are a K-8 district</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➤ Provide time for peer support and behavior issues ➤ Classroom observations ➤ Follow up meetings ➤ Behavior plans ➤ Psychologist/counselor services • Maintain BEST (Building Effective Schools Together) school-wide positive behavior intervention system (PBIS) <ul style="list-style-type: none"> ➤ Ensure new and existing staff are aware of purpose of program and have adequate training • Promote opportunities and incentives to increase attendance rates at all school sites • Ensure school and district facilities are maintained and are safe working and learning environments • Provide programs (such as enrichment, after school support, Family Resource Center, parent education, parent outreach program) that will serve the residents in our District and attract students to our District. • School safety plans updated annually with participation from parents and students and emergency response systems • Prevention activities that are designed to maintain safe, 	LEA-wide	<p><u> X </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base & Sup Object 29xx Noon Lunch Supervision Aides \$35,500</p> <p>LCFF Supplement Object 1200 Psychologist & Counselor \$35,000</p> <p>LCFF Base Object 1200 Nurse \$23,575</p> <p>LCFF Base Object 22xx&23xx Maintenance & Custodial Staff \$295K</p> <p>LCFF Base Object 2400 School & SARB Secretaries - Attendance Clerks \$165K</p>

<p>disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smoke-out, staff development and teacher training in research based programs and practices</p> <ul style="list-style-type: none"> • Peer mediation, conflict resolution, or character education programs • Train staff (certificated) to write and implement behavior support plans. • Energy efficiency upgrades will occur • Upgrade facilities, playgrounds and fields as needed • Research necessary supports, alternatives to suspension • Implement district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments • Provide alternatives to suspension • Procedures and policies consistently adhered to for student and staff safety. Follow-up procedures maintained • Expand positive recognition assemblies • Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success. • Form a working group to analyze data by student subgroup on lost class time due to student defiance. 	▼		<p>LCFF Base Object 51&58xx Transportation Contract with First Student \$232,000</p> <p>LCFF Base Object 8980 Routine Restricted Maintenance \$245,000</p> <p>LCFF Base Object 55xx Utilities \$245k</p> <p>LCFF Base Object 4300 Maint&Operations Supplies \$50k</p>
<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➤ Provide time for peer support and behavior issues ➤ Classroom observations ➤ Follow up meetings ➤ Behavior plans ➤ Psychologist/counselor services 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$ above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Reduction of 5% in Bullying & Behavior Referrals
- Increase attendance rates 0.5%
- Decrease Chronic Absenteeism by 1%
- Reduce SARB referrals by 2%
- Reduce suspension rates by 2%
- Maintain low expulsion rate
- Responses to survey questions in relation to safety, school climate and caring relationships
- Maintain Good overall ratings on FIT
- Energy efficient upgrades will occur
- High School dropout and graduation rates are not applicable because we are a K-8 district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➢ Provide time for peer support and behavior issues ➢ Classroom observations ➢ Follow up meetings ➢ Behavior plans ➢ Psychologist/counselor services • Maintain BEST (Building Effective Schools Together) school-wide positive behavior intervention system (PBIS) <ul style="list-style-type: none"> ➢ Ensure new and existing staff are aware of purpose 	LEA-wide	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF Base & Sup Object 29xx Noon Lunch Supervision Aides \$36,500 LCFF Supplement Object 1200 Psychologist & Counselor \$38,000 LCFF Base

<p>of program and have adequate training</p> <ul style="list-style-type: none"> • Promote opportunities and incentives to increase attendance rates at all school sites • Ensure school and district facilities are maintained and are safe working and learning environments • Provide programs (such as enrichment, after school support, Family Resource Center, parent education, parent outreach program) that will serve the residents in our District and attract students to our District. • School safety plans updated annually with participation from parents and students and emergency response systems • Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smoke-out, staff development and teacher training in research based programs and practices • Peer mediation, conflict resolution, or character education programs • Train staff (certificated) to write and implement behavior support plans. • Energy efficiency upgrades will occur • Upgrade facilities, playgrounds and fields as needed • Research necessary supports, alternatives to suspension • Implement district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments • Provide alternatives to suspension • Procedures and policies consistently adhered to for student and staff safety. Follow-up procedures maintained • Expand positive recognition assemblies • Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success. • Form a working group to analyze data by student subgroup on lost class time due to student defiance. 	<p style="text-align: center;">▼</p>		<p>Object 1200 Nurse \$23,575</p> <p>LCFF Base Object 22xx&23xx Maintenance & Custodial Staff \$295K</p> <p>LCFF Base Object 2400 School & SARB Secretaries - Attendance Clerks \$175K</p> <p>LCFF Base Object 51&58xx Transportation Contract with First Student \$238,000</p> <p>LCFF Base Object 8980 Routine Restricted Maintenance \$250,000</p> <p>LCFF Base Object 55xx Utilities \$250k</p> <p>LCFF Base Object 4300 Maint&Operations Supplies \$50k</p>
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<ul style="list-style-type: none"> • Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➤ Provide time for peer support and behavior issues ➤ Classroom observations ➤ Follow up meetings ➤ Behavior plans ➤ Psychologist/counselor services 	LEA-wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)_____</p>	\$ above

GOAL:	3: Ensure Access to and work toward Mastery of 21st Century Learning Tools, Resources and Skills for all staff and students, including students with special needs		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase access to high quality digital project-based tools and resources; improve student engagement and ownership of the educational experience through creativity and innovation, critical thinking and problem solving, and communication and collaboration. Identified data that led to this need include observational data, CBM, grades, student engagement documentation, student projects, parent site council surveys and data from spring 2015 CAASSP.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will receive instruction of the academic content using material and tools that are aligned to the CCSS – Including ELD standards Increased use of tech tools, including Web 2.0 in instructional pedagogy Use SBAC Interim Assessments and Digital Library to set baseline achievement scores		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Promote and maintain the use of instructional technology 	LEA-wide	<input checked="" type="checkbox"/> ALL	LCFF Base

- (i.e. iPads, Mimeos, Chromebooks, increase lab time, replacement of classroom computers)
- Purchase of software, hardware, wiring
 - Determine computer equipment needs and ongoing plan for replacement (teachers, classrooms, devices, etc.)
 - Promote collaboration related to technology: tech camps; tech study groups, etc.; ongoing professional development
 - Identify strategies and programs that will help students be globally competitive in the 21st century; e.g., skills that include not only curricular standards but also a host of other essential skills like communication, collaboration and creativity, where students make connections between learning and the real world.
 - Provide professional development for creating authentic projects and constructing knowledge, tools, and teaching strategies into classroom practice
 - Enhance deeper understanding of subject matter to enhance problem-solving, critical thinking, the ability to evaluate and synthesize information, media and other technology.
 - Provide parent and student orientations and trainings on responsible digital citizenship and internet safety
 - Provide online resources that include portfolios, content, individualized learning plans and other digital resources
 - Provide information on free or low cost internet options to students and parents in the home
 - Maintain/upgrade wireless network
 - Expand enrichment opportunities in middle school grades (i.e. art, technology, creative writing, PE, foreign language, music)

OR:

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

Object 22xx
Library and
Technology
\$125,500

LCFF Base & Sup
Object 5800
Software and tech
support/licenses
\$40,000

LCFF Base
Object 5600
Maintenance on
computer, printers
\$71k

LCFF Base
Object 5900
phone/internet lines
\$14k + support
from E-Rate

LCAP Year 2: 2016-17

**Expected Annual
Measurable
Outcomes:**

- Students will receive instruction of the academic content using material and tools that are aligned to the CCSS – Including ELD standards
- Increased use of tech tools, including Web 2.0 in instructional pedagogy
- Use SBAC Interim Assessments and Digital Library to set baseline achievement scores

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Promote and maintain the use of instructional technology (i.e. iPads, Mimeos, Chromebooks, increase lab time, replacement of classroom computers) • Purchase of software, hardware, wiring • Determine computer equipment needs and ongoing plan for replacement (teachers, classrooms, devices, etc.) • Promote collaboration related to technology: tech camps; tech study groups, etc.; ongoing professional development • Identify strategies and programs that will help students be globally competitive in the 21st century; e.g., skills that include not only curricular standards but also a host of other essential skills like communication, collaboration and creativity, where students make connections between learning and the real world. • Provide professional development for creating authentic projects and constructing knowledge, tools, and teaching strategies into classroom practice • Enhance deeper understanding of subject matter to enhance problem-solving, critical thinking, the ability to evaluate and synthesize information, media and other technology. • Provide parent and student orientations and trainings on responsible digital citizenship and internet safety • Provide online resources that include portfolios, content, individualized learning plans and other digital resources • Provide information on free or low cost internet options to students and parents in the home • Maintain/upgrade wireless network • Expand enrichment opportunities in middle school grades (i.e. art, technology, creative writing, PE, foreign language, music) • 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Object 22xx Library and Technology \$125,500 LCFF Base & Sup Object 5800 Software and tech support/licenses \$44,000 LCFF Base Object 5600 Maintenance on computer, printers \$75K LCFF Base Object 5900 phone/internet lines \$13K + support from E-Rate

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will receive instruction of the academic content using material and tools that are aligned to the CCSS – Including ELD standards</p> <p>Increased use of tech tools, including Web 2.0 in instructional pedagogy</p> <p>Use SBAC Interim Assessments and Digital Library to set baseline achievement scores</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Promote and maintain the use of instructional technology (i.e. iPads, Mimeoos, Chromebooks, increase lab time, replacement of classroom computers) • Purchase of software, hardware, wiring • Determine computer equipment needs and ongoing plan for replacement (teachers, classrooms, devices, etc.) • Promote collaboration related to technology: tech camps; tech study groups, etc.; ongoing professional development • Identify strategies and programs that will help students be globally competitive in the 21st century; e.g., skills that include not only curricular standards but also a host of other essential skills like communication, collaboration and creativity, where students make connections between learning and the real world. • Provide professional development for creating authentic projects and constructing knowledge, tools, and teaching strategies into classroom practice • Enhance deeper understanding of subject matter to enhance problem-solving, critical thinking, the ability to evaluate and synthesize information, media and other technology. • Provide parent and student orientations and trainings on responsible digital citizenship and internet safety 	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>LCFF Base Object 22xx Library and Technology \$125,500</p> <p>LCFF Base & Sup Object 5800 Software and tech support/licenses \$40,000</p> <p>LCFF Base Object 5600 Maintenance on computer, printers \$76K</p> <p>LCFF Base Object 5900 phone/internet lines \$12.5K + support from E-Rate</p>

- Provide online resources that include portfolios, content, individualized learning plans and other digital resources
- Provide information on free or low cost internet options to students and parents in the home
- Maintain/upgrade wireless network
- Expand enrichment opportunities in middle school grades (i.e. art, technology, creative writing, PE, foreign language, music)



GOAL:	<p>4. Increase parent and community involvement and communication throughout the district and community.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_<u>X</u> 4__ 5_<u>X</u> 6_<u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>				
Identified Need :	<p>Increase the involvement, knowledge, percentage of participation and communication among parents and community stakeholders who respond to surveys, attend school events, volunteer at our schools and support our programs. Identified data that led to this need include survey participation rates, event participation rates, donations, conference rates, volunteerism rates and survey results.</p>					
Goal Applies to:	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					
LCAP Year 1: 2015-16						
Expected Annual Measurable Outcomes:	<p>Establish a baseline rate of parent participation using number of surveys returned, sign in sheets at events, data from teachers on parent volunteerism, including parents of unduplicated students and parents of exceptional needs</p> <p>Responses to parent survey questions in relation to safety, school climate, caring relationships, communication and expectations will be timely and reported out from 2014-2015 surveys.</p> <p>Teachers and administration will communicate with parents through a variety of methods</p>					

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Involvement of staff, parents, and community <ul style="list-style-type: none"> ➤ Continue weekly collaboration ➤ Monthly reports to Site Council ➤ Provide parents with supplemental activities and materials ➤ Provide parents with information on the Common Core State Standards and Smarter Balance Assessment • Parent Outreach: explicitly seek ways to encourage and involve parent participation • Provide parental access to computer lab to take surveys for those who don't have wifi or internet connection or no computer at home. • Consider partnering with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency. • Consider Parent Leadership/Workshops—Classes offered at school sites giving parents specific strategies to support their children's learning, providing volunteer training (review of the volunteer handbook) and providing opportunities to be leaders at the school site (e.g., art docents, junior achievement teachers, coaches, etc.) • Monitoring of program implementation and results <ul style="list-style-type: none"> ➤ Ongoing during weekly collaboration ➤ Trimester benchmark assessments ➤ Ongoing data collection from targeted intervention practices to inform instructional practices ➤ CELDT assessments ➤ Teacher assessments ➤ Parent, staff and student surveys ➤ Healthy Kids Survey ➤ Healthy Kids Annual Report • Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity 	LEA-wide	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base Object 1300 20% Principals & Superintendent \$72K</p> <p>LCFF Base Object 23&24xx District Office support staff \$215K</p> <p>LCFF Base Object 5800 Audit & Legal \$123,500</p>

<p>and inclusion</p> <ul style="list-style-type: none"> Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student (e.g., Junior Achievement, LEGO league, Odyssey of the Mind, After-school enrichment activities, etc.) Ensure common understanding and interpretation of the LCAP among all stakeholders Plan and promote activities and events highlighting student successes Increase variety of communication outlets 			
<ul style="list-style-type: none"> Partner with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency. 	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Establish a baseline rate of parent participation using number of surveys returned, sign in sheets at events, data from teachers on parent volunteerism, including parents of unduplicated students and parents of exceptional needs</p> <p>Responses to parent survey questions in relation to safety, school climate, caring relationships, communication and expectations will be timely and reported out from 2014-2015 surveys.</p> <p>Teachers and administration will communicate with parents through a variety of methods</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Involvement of staff, parents, and community</p> <ul style="list-style-type: none"> ➤ Continue weekly collaboration ➤ Monthly reports to Site Council ➤ Provide parents with supplemental activities and materials ➤ Provide parents with information on the Common Core State Standards and Smarter Balance 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Base Object 1300 20% Principals & Superintendent \$75K</p> <p>LCFF Base Object 23&24xx District Office</p>

Assessment

2. Parent Outreach: explicitly seek ways to encourage and involve parent participation
3. Provide parental access to computer lab to take surveys for those who don't have Wi-Fi or internet connection or no computer at home.
 - Consider partnering with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency.
 - Consider Parent Leadership/Workshops—Classes offered at school sites giving parents specific strategies to support their children's learning, providing volunteer training (review of the volunteer handbook) and providing opportunities to be leaders at the school site (e.g., art docents, junior achievement teachers, coaches, etc.)
4. Monitoring of program implementation and results
 - Ongoing during weekly collaboration
 - Trimester benchmark assessments
 - Ongoing data collection from targeted intervention practices to inform instructional practices
 - CELDT assessments
 - Teacher assessments
 - Parent, staff and student surveys
 - Healthy Kids Survey
 - Healthy Kids Annual Report
 - Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion
 - Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student (e.g., Junior Achievement, LEGO league, Odyssey of the Mind, After school enrichment activities, etc.)
 - Ensure common understanding and interpretation of the LCAP among all stakeholders
 - Plan and promote activities and events highlighting student successes
 - Increase variety of communication outlets

support staff
\$235K

LCFF Base
Object 5800
Audit & Legal
\$123,500

<ul style="list-style-type: none"> Partner with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency. 	LEA-wide	<input type="checkbox"/> ALL	
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Establish a baseline rate of parent participation using number of surveys returned, sign in sheets at events, data from teachers on parent volunteerism, including parents of unduplicated students and parents of exceptional needs
	Responses to parent survey questions in relation to safety, school climate, caring relationships, communication and expectations will be timely and reported out from 2014-2015 surveys.
	Teachers and administration will communicate with parents through a variety of methods

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Involvement of staff, parents, and community <ul style="list-style-type: none"> ➤ Continue weekly collaboration ➤ Monthly reports to Site Council ➤ Provide parents with supplemental activities and materials ➤ Provide parents with information on the Common Core State Standards and Smarter Balance Assessment Parent Outreach: explicitly seek ways to encourage and involve parent participation Provide parental access to computer lab to take surveys for those who don't have Wi-Fi or internet connection or no computer at home. Consider partnering with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency. Consider Parent Leadership/Workshops—Classes offered at school sites giving parents specific strategies to support their children's learning, providing volunteer training (review of the volunteer handbook) and providing opportunities to be leaders at the school site 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	LCFF Base Object 1300 20% Principals & Superintendent \$78K LCFF Base Object 23&24xx District Office support staff \$250K LCFF Base Object 5800 Audit & Legal \$123,500

<p>(e.g., art docents, junior achievement teachers, coaches, etc.)</p> <ul style="list-style-type: none"> • Monitoring of program implementation and results <ul style="list-style-type: none"> ➤ Ongoing during weekly collaboration ➤ Trimester benchmark assessments ➤ Ongoing data collection from targeted intervention practices to inform instructional practices ➤ CELDT assessments ➤ Teacher assessments ➤ Parent, staff and student surveys ➤ Healthy Kids Survey ➤ Healthy Kids Annual Report • Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion • Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student (e.g., Junior Achievement, LEGO league, Odyssey of the Mind, After school enrichment activities, etc.) • Ensure common understanding and interpretation of the LCAP among all stakeholders • Plan and promote activities and events highlighting student successes • Increase variety of communication outlets 			
<ul style="list-style-type: none"> • Partner with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child’s academic and emotional resiliency. 	<p>LEA-wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups: (Specify) _____</p>	<p>\$ above</p>

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal 1: The District will provide high quality instruction and learning opportunities in which all students, including students with special needs, will work toward attaining proficiency in English-Language Arts and Math.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual	Increase by 5% the number of students who are proficient on applicable assessments	Actual Annual	No data was available for state testing.	

Measurable Outcomes:	<p>Meet or exceed growth API target as applicable</p> <p>Maintain 100% highly qualified teachers with no miss-assignments</p> <p>Maintain sufficiency in standards aligned instructional materials</p> <p>Students will receive instruction that is increasingly aligned to the CCSS</p> <p>EL students will advance one proficiency level until reclassification occurs</p> <p>Maintain RFEP Rates</p> <p>Maintain Middle School Drop Out Rate</p> <p>Increase annually student progress toward proficiency on CELDT</p> <p>Ensure student enrollment in a broad course of study</p>	Measurable Outcomes:	<p>There is no API target requirement this year</p> <p>100% highly qualified teachers with no miss-assignments</p> <p>Sufficiency maintained in standards aligned instructional materials. Purchase of Standards Plus Common Core Supplementary Materials in ELA and Mathematics.</p> <p>Students received instruction that is aligned to the CCSS. Teachers participated in additional county curriculum workshops on CCSS.</p> <p>EL students (6) advanced one proficiency level. No new reclassification occurred this year.</p> <p>We maintained our RFEP rates.</p> <p>We maintained our middle school drop-out rate of 0%.</p> <p>Students are showing progress toward proficiency on CELDT. Of the 29 students, 6 show growth, 2 students dropped one level and 13 students remained at their current level.</p> <p>All students enrolled participated in a broad course of study at each grade level K-8 including unduplicated and exceptional needs.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>In order to improve student learning and close achievement gaps, the district will provide:</p> <p>1. A collaborative culture (Professional Learning Community) in which staff (including certificated, classified, and administrative) work together on a regular basis to:</p>		<ol style="list-style-type: none"> Teachers used newly purchased CC aligned Standards Plus supplemental curriculum, regularly collaborated on weekly minimum days to develop common formative and summative assessments, standards-aligned report cards, interventions strategies for low-performing students and shared best practices. Professional development opportunities this year 	

<ul style="list-style-type: none"> ➤ Analyze student achievement using common assessments ➤ Develop strategies to improve achievement ➤ Share practical ways to improve teaching and learning <ol style="list-style-type: none"> 2. Weekly minimum days to support the collaborative Culture 3. Formative assessments in core subject areas of language arts and mathematics 4. Quality professional development to support CCSS implementation (i.e. Explicit Direct Instruction) 5. Monitor the new Phoenix, Sunrise, and Horizon Academy programs 6. Title 1 Reading and Math Instruction 7. Instructional Assistant Support; provide training and allow for collaboration 8. Consistency in schedules, time to collaborate and training for support staff 9. Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist 10. Revise/Renew Student Success Team (SST) process and procedures – develop an SST Team 11. Purchase and implementation of data analyzer – i.e. NWEA 12. Alignment of instruction with Common Core State Standards 13. Opportunity for participation in North Coast Beginning Teacher Induction Program (BTSA) 14. Purchase of CCSS aligned curriculum and library materials 15. Intervention programs <ul style="list-style-type: none"> ➤ Shorter (6 week) and targeted interventions ➤ Following RTI design; develop a model for intervention with at risk and low performing students in ELA and math ➤ Provide training for all staff in intervention strategies 		<p>included county-wide CC workshop opportunities, Google educator training supporting integration of CC lessons online and on the new Chromebooks.</p> <ol style="list-style-type: none"> 3. Collaboration did occur among and between grade level teams where they worked to develop common formative assessments in core subject areas. 4. Teachers were provided opportunities to attend county-led, quality professional development classes on CCSS in various subject areas (math, ELA, Science, Social Studies, etc.). CC county coaches were also provided for in-house collaborative workshops. The teachers attended an Explicit Direct Instruction workshop in August. 5. Ongoing monitoring of Phoenix, Sunrise and Horizon programs this year lead to a revision of program locations for next year to better serve students. 6. Title 1 Reading instruction continued to be a successful intervention program based on achievement data. We did not provide title 1 services for math intervention. The district purchased the Lexia online reading support program for additional practice and plans to put this into place next year. 7. Instructional assistant support for special education students increased this year based upon student need. Training for instructional assistants occurred this spring with plans to continue training on a regular basis for next year. 8. Consistency in schedules of instructional support and collaborative opportunities were varied this year based upon student needs changing. This is an ongoing area where flexibility is required based on the needs of students and programs. 9. Counseling was provided for at-risk students and students with IEPs on Fridays this year. We have hired a full-time credentialed school psychologist for next year. 10. We did not meet this action plan this year and kept this goal on next year's plan. However, SSTs were scheduled in a timely manner and teams continued to support student achievement. 	
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			<p>11. We did not purchase a data analyzer. The curriculum/technology committee decided to hold on this purchase asking teachers to use the current system developed by SBAC (Interim assessment and digital library) as it is free. However, the system was not available until spring when SBAC testing began. We will continue to investigate this new assessment system for effectiveness in providing feedback for our teachers.</p> <p>12. Teachers implemented lessons aligned to CCSS. Lessons were shared with each other, administration observed CC aligned lessons being taught.</p> <p>13. We had 5 teachers participate in the BTSA program this year.</p> <p>14. We purchased Standards Plus (as described above) but did not purchase library materials this year.</p> <p>15. We continued providing intervention services for students needing additional support. Training was made available to staff in county workshops and local training by our Special Education Director.</p>		
Scope of service:	LEA-wide	Current Certificated Base \$1.788M	Scope of service:	LEA-wide	LCFF Base & Sup Certificated Teachers Object 1100 \$1.652M
<input checked="" type="checkbox"/> ALL		Current instructional aides Base \$60K	<input checked="" type="checkbox"/> ALL		LCFF Base & Sup Instructional aides Object 2100 \$10.7K
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)_____		Professional development to support staff Title II \$27.5K CCSS Funds \$127K Spec Ed \$861K Title I \$193K	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)_____		Professional development Title II \$27.5K CCSS Funds \$127K LCFF Base & Sup Spec Ed Support Object 8980 \$340K

		Psych/Counsel \$28K Prop 20 Lottery \$40K			LCFF Supplemental Title I Support Obj8980 \$63K
<ol style="list-style-type: none"> 1. Monitor the new Phoenix, Sunrise, and Horizon Academy programs 2. Title 1 Reading and Math Instruction 3. Instructional Assistant Support; provide training and allow for collaboration 4. Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist 5. Revise/Renew Student Success Team (SST) process and procedures-Develop an SST Team 			<ol style="list-style-type: none"> 1. The Phoenix Academy and Horizon program had new teachers this year. Regular monthly special education team meetings occurred allowing for collaboration. All program were closely monitored by Principals and the Special Education Director. 2. Title 1 reading instruction was provided. We did not do math intervention except in after school homework club or with individual teachers offering to tutor students. 3. Instructional assistants increased in these programs this year based upon student needs. Training was made available in spring and collaboration with teachers occurred and will be built into schedules next year. 4. We provided academic and social/emotional counseling for at-risk students on Fridays with a counselor for students with IEPs. 5. While we conduct SST meetings when necessary, we did not develop an SST “team” nor did we revise the SST process and procedures. We have added this onto next year’s plan. 		
Scope of service:	LEA-wide	Supp./Conc. \$261K	Scope of service:	LEA-wide	LCFF Supplemental Nursing Obj1200 \$22K Intervention Coord Obj1100 \$32K
__ALL			__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)_____			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?		We believe our plan for goal 1 included reasonable action plans and feel satisfied with the accomplishments we have made. We will continue to collaborate with each other on all levels to provide quality instruction, look at CC aligned material closely and make decisions thoughtfully on expenditures and services provided to students. We are always searching for best practices when meeting students’ needs. The data from the students’ CELDT testing will be shared with the teachers to inform them about instruction for these students.			

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Original GOAL from prior year LCAP:	Goal 2: All District departments and school sites will provide a physically and emotionally safe and secure environment for all students and staff.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Reduction of 5% in Bullying & Behavior Referrals</p> <p>Increase attendance rates 0.5%</p> <p>Decrease trancies by 1%</p> <p>Reduce SARB referrals by 2%</p> <p>Reduce suspension rates by 2%</p> <p>Maintain low expulsion rate</p> <p>Responses to survey questions in relation to safety, school climate, caring relationships, and expectations will demonstrate growth of 7% from 13/14 perception data.</p> <p>Maintain Good overall ratings on FIT</p> <p>Energy efficient upgrades will occur</p> <p>Repair and upgrade facilities and playground/ structures</p>	Actual Annual Measurable Outcomes:	<p>65% reduction overall in behavior referrals in the SWIS reporting system.</p> <p>Attendance rates have decreased to 95.55% in 2014-15 from 95.89% in 2013-14; a 0.34% decrease.</p> <p>Chronic absenteeism remained the same levels (26 reported in 2013-14 versus 26 reported in 2014-15)</p> <p>Our SARB referrals reduced from 24 last year to 13 this year (note: two families were 10 of these SARB referrals); almost a 50% reduction rate.</p> <p>Overall schools (WRS/PVS/RSS) suspension rates increased by 1% (51 suspensions in 2013-14 versus 57 in 2014-15)</p> <p>CHKS, Parent Site Council Survey and LCAP survey responses provided positive data supporting safety, school climate, caring relationships and behavioral expectations helping us meet our goal of an overall 7% increase.</p> <p>Our FIT report remains as an overall rating of Good. Employees were pro-active in maintaining energy efficient practices.</p> <p>The playground structure at WRS was replaced with a new structure at the beginning of the school year. The outside</p>
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deck near the playground at WRS was rebuilt, portions of the siding on the PVS gym building was replaced and painted, and the field at RSS was rejuvenated by Twin Cities Church volunteer groups.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➤ Provide time for peer support and behavior issues ➤ Classroom observations ➤ Follow up meetings ➤ Behavior plans ➤ Psychologist/counselor services 2. Maintain BEST (Building Effective Schools Together) school-wide positive behavior intervention system (PBIS) <ul style="list-style-type: none"> ➤ Ensure new and existing staff are aware of purpose of program and have adequate training 3. Promote opportunities and incentives to increase attendance rates at all school sites 4. Ensure school and district facilities are maintained and are safe working and learning environments 5. Provide programs (such as enrichment, after school support, Family Resource Center, parent education, parent outreach program) that will serve the residents in our District and attract students to our District. 6. School safety plans updated annually with participation from parents and students and emergency response systems 7. Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, 		<ol style="list-style-type: none"> 1. The following supported this goal: <ul style="list-style-type: none"> -TOSA position at WRS -Counselor at all three sites serving students 1x/Wk for IEP students -Hiring full-time Sped. Ed. Director -Access to Behavior Specialist (NCSoS provided) -Contracting with school psychologists 2. Maintained implementation of BEST/PBIS behavior systems with ongoing collaboration and training 3. Positive incentives were used to increase attendance rates: brag tags, assemblies, notes home, personal phone calls, use of truant officer who provides an incentive plan for students, more family-friendly letters, improved communication on attendance policies 4. Using a new online work order system for reporting school and facilities problems helped streamline and prioritize jobs/repairs. 5. LEGO Robots, Odyssey of the Mind, Junior Achievement and Music In The Mountains Carnegie Link programs offered enriching opportunities for all students. Maintaining programs such as Family Resource Center with opportunities for parent education continues to be a valuable resource. 6. Safety Plan was updated and submitted in October and the safety committee meeting in March resulted in further recommendations and updates to the plan. 	

<p>Great American Smoke-out, staff development and teacher training in research based programs and practices</p> <ol style="list-style-type: none"> 8. Peer mediation, conflict resolution, or character education programs 9. Train staff (certificated) to write and implement behavior support plans. 10. Energy efficiency upgrades will occur 11. Upgrade facilities, playgrounds and fields as needed 12. Research necessary supports, alternatives to suspension 13. Provide TOSA (Teacher on Special Assignment) support for Williams Ranch to increase school safety, communication, and student behavior support. 14. Implement district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments. Procedures and policies consistently adhered to for student and staff safety. Follow-up procedures maintained. 15. Expand Student Council to Williams Ranch School 16. Expand positive recognition assemblies 17. Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success. 18. Form a working group to analyze data by student subgroup on lost class time due to student defiance. 		<p>Cameras on the buses were installed this spring. Cameras and a new alarm system on PVS and WRS campuses were instrumental in capturing vandalism in the fall. The fire alarms on the WRS campus inside classrooms and outside were repaired and now can be heard across the entire campus.</p> <ol style="list-style-type: none"> 7. NEO and Youth Outreach (Coalition for a Drug Free Nevada County) come to our middle school campuses monthly providing activities and education for our students, urging them to make healthy choices in life. 8. Second Step and Steps to Respect continue to be used as character education curriculums in our schools. Assemblies to promote character education occurred this year on all three campuses. 9. We did not implement this action; thus, have moved it forward into next year's plan. 10. Energy upgrading to facilities included: <ul style="list-style-type: none"> ➤ Retrofitted toilets and urinal flush valves to low flow ➤ Replaced broken exterior fluorescent lighting fixtures with LED ➤ Changed to drip irrigation system in planter boxes ➤ Replaced irrigation controller ➤ Replaced HVAC system in a classroom 11. Upgrade of facilities included: <ul style="list-style-type: none"> ➤ New playground structure at WRS ➤ New deck built at WRS ➤ Field improvement at RSS ➤ Building siding, trim repair and painting ➤ Curb and safety painting on walk-ways ➤ Replaced decking on ramps to portables ➤ Added alarm system ➤ Asphalt sealing and striping 12. Alternatives to suspension included education to students and families at the K-3 grade level, working closely with families to provide alternatives at the 4-8 grade level which varied on an individual basis. 13. Positive results with the TOSA for WRS...increased behavior expectations, attendance rates, teacher support in classrooms, etc. 14. Public Works was implemented this year to enable all 	
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			<p>employees to take mandated and other safety trainings online.</p> <p>15. We did not expand a student council to WRS having determined the students were not age-appropriate</p> <p>16. Site councils, principal chats, newsletters, parent meetings, safety committee meetings More assemblies were held focusing on positive recognition in academic, behavior and attendance achievement</p> <p>17. After school Homework Club at PVS, after school program at WRS and the ASES program at RSS continue to provide additional intervention support for our students.</p> <p>18. Monthly socio-emotional committee meetings continue to discuss interventions for student defiance/behavior concerns</p>	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Psych/Counsel \$16K Routine Restricted Maintenance \$186K ASES/Colt Club \$142K TUPE \$1500 Prop 39 Clean Energy \$150K Included in Cert. Salaries	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Expand and refine socio-emotional/behavioral support services to students and their teachers <ul style="list-style-type: none"> ➤ Provide time for peer support and behavior issues 			<ul style="list-style-type: none"> Same as above in first bulleted item 	
				LCFF Base: Routine Restricted Maintenance Obj 8980 \$206.7K LCFF Supplemental ASES/Colt Club Object 8980 \$10K Object 5710 \$6K LCFF Base Maint & Operations Obj 2xxx \$263K Obj 5xxx \$214K Transportation Obj 51/5800 \$204K Nursing/Counselor Obj 1200 \$22K

<ul style="list-style-type: none"> ➤ Classroom observations ➤ Follow up meetings ➤ Behavior plans ➤ Psychologist/counselor services 				
Scope of service:	LEA-wide	\$ above	Scope of service:	LEA-wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __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 __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?		We are satisfied with the actions achieved for this goal and will continue to work together to meet all students needs socio-emotionally. We decided not to implement a student council at the K-3 level. Our SARB referral reductions were, we believe, a direct result of better communication with families about attendance and follow through on the attendance letters, phone calls, etc. We continue to work with two families who demonstrate chronic attendance behavior regardless of our efforts to help and support them. We reduced significantly the referrals for behavior. More behaviors are being addressed within the classroom by the teacher. Intervention strategies are being used by support staff in helping students make positive choices and all staff is helping guide students through problem-solving situations and restorative justice methods. We did not meet our goal for increasing attendance and chronic absenteeism and will make this more of a priority next year and put in place more recommendations from "Attendance Works". We did not meet our goal of reducing suspension rates this year by 2%. We will continue to look closely at suspensions and alternative methods such as restorative justice practices. Suspensions are the last method of intervention when all else has failed; however, they can occur when safety is a factor on the campus and/or physical harm has occurred. We have hired a full-time school psychologist, which will definitely help to meet student and staff needs in many of the areas in this goal category.		

Original GOAL from prior year LCAP:	Goal 3: Ensure access to and work toward Mastery of 21st Century Learning Tools, Resources and Skills for all staff and students, including students with special needs.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 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:	<p>Students will receive instruction that is increasingly aligned to the CCSS</p> <p>Increased use of tech tools, including Web 2.0 in instructional pedagogy – audit use this first year</p> <p>Purchase hardware, software, and licensing to support CCSS and SBAC</p> <p>Implement data analyzer</p>	Actual Annual Measurable Outcomes:	<p>All students received instruction aligned to the CCSS</p> <p>Purchase of Chromebooks on PVS and RSS campus, update to the PVS computer lab with Chromebooks, purchase of iPads for RSS students</p> <p>IXL math program, Renaissance Learning</p> <p>No data analyzer implemented</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Promote and maintain the use of instructional technology (i.e. iPads, Mimeo, increase lab time, replacement of classroom computers) 2. Purchase of software, hardware, wiring 3. Determine computer equipment needs and plan for replacement (labs, teachers, classrooms, devices, etc.) 4. Promote collaboration related to technology: tech camps; tech study groups, etc.; ongoing professional development 5. Identify strategies and programs that enhance 21st Century Learning Skills 6. Provide professional development for integrating 21st century skills, tools, and teaching strategies into classroom practice 		<ol style="list-style-type: none"> 1. Instructional technology maintained. Replacement of computers in PVS computer lab with Chromebooks 2. Purchase of software, hardware, wiring where needed to support technology needs <ul style="list-style-type: none"> ➤ Upgraded and installed additional network access points throughout all campuses ➤ Constructed new Main Distribution Frame to house the new High Speed Network for all campuses ➤ Replaced phone system for one campus 3. Needs assessment and plan for replacement put in place 4. Collaboration, professional development (e.g., Google Educator trainer) and training among/between staff members and students on new technology devices 	

<p>7. Enhance deeper understanding of subject matter to enhance problem-solving, critical thinking, and other 21st century skills</p> <p>8. Provide parent and student orientations and trainings on responsible digital citizenship and internet safety</p> <p>9. Provide online resources that include portfolios, content, individualized learning plans and other digital resources</p> <p>10. Provide information on free or low cost internet options to students and parents in the home</p> <p>11. Maintain/upgrade wireless network</p> <p>12. Expand enrichment opportunities in middle school grades (i.e. art, technology, creative writing, PE, foreign language, music)</p> <p>13. Bring the kitchen and lunch service in the district up to current resources and tools (e.g. computerized lunch tickets, data entry, etc.)</p>		<p>5. Ongoing and collaborative...determining the effectiveness of programs being used and how to integrate technology into curriculum</p> <p>6. In house and outside professional (Google Educator Trainor) ongoing and moving in a positive direction to support best practices in the classroom</p> <p>7. Using supplemental curriculum, students were engaged in deeper and more critical thinking. CPM (College Preparatory Mathematics eprogram) was adopted this year by all 6-8 grade teachers for use next year.</p> <p>8. We did not provide parent orientations on digital safety but sent home information on this topic. All students received education on digital and internet safety measures. All students and parents sign an internet agreement.</p> <p>9. Teachers established classroom web pages this year enabling parents to keep current with lesson plans, events, etc. Online resources are shared with parent through this portal as well as classroom and site newsletters to parents.</p> <p>10. We did not provide information on free or low cost digital options to students and parents in the home</p> <p>11. Wireless network upgraded and maintained ongoing. Expanded bandwidth to come by next year.</p> <p>12. Enriching opportunities continue to be provided to our middle school students including, music, drama, art, PE, technology, etc.</p> <p>13. We did not bring the kitchen and lunch service in the district up to current resources and tools and will not be bringing this goal forward. We feel it is not cost effective at the current time.</p>			
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Technology & Library \$183K</p>	<p>Scope of service:</p>	<p>LEA-wide</p>	<p>LCFF Base & Sup Technology & Library Clerks Obj 2200 \$93K Licenses &Internet Obj 5xxx \$16K Computers Obj 44xx \$14K</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p>LEGO Program Donations</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>Title 1 \$2000 Gen Fund \$2000</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>		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are satisfied with the technology upgrades implemented; however, we realized we have much work to do to continue to bring us into the 21 st Century of Learning. Some of the items we were not successful completing will be added to next year's goals. We are expecting the high speed internet to be installed late this summer and are preparing for that on all three campuses this summer.
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Original GOAL from prior year LCAP:	Goal 4: Increase Parent and Community Involvement		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Assess site level parent participation and decision-making Responses to parent survey questions in relation to safety, school climate, caring relationships, and expectations will demonstrate growth of 5% from 13/14 perception data.	Actual Annual Measurable Outcomes:	We continue to work on parent participation and include them in all decision-making opportunities. We still see the lower grade levels having the most participation from parents. We have seen an increase in positive results from all surveys in relation to safety, school climate, caring relationships and expectations which demonstrate achievement of this goal.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Involvement of staff, parents, and community <ul style="list-style-type: none"> ➤ Continue weekly collaboration ➤ Monthly reports to Site Council ➤ Provide parents with supplemental activities and materials 			1. Involvement of staff and parents and community <ul style="list-style-type: none"> ➤ Weekly collaboration of staff on minimum days ➤ Monthly reports to the board from site councils ➤ Parents provided with supplemental material and activities by teachers upon request ➤ Newsletters, SBAC letters, flyers, teacher web- 	

<ul style="list-style-type: none"> ➤ Provide parents with information on the Common Core State Standards and Smarter Balance Assessment 2. Parent Outreach: explicitly seek ways to encourage and involve parent participation 3. Provide parental access to computer lab to take surveys for those who don't have wifi or internet connection or no computer at home. 4. Consider partnering with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency. 5. Consider Parent Leadership Academies – series of classes offered at school sites, preparing parents to be leaders at the school-site level and giving them specific strategies to support their children's learning. 6. Monitoring of program implementation and results <ul style="list-style-type: none"> ➤ Ongoing during weekly collaboration ➤ Trimester benchmark assessments ➤ Ongoing data collection from targeted intervention practices to inform instructional practices ➤ CELDT assessments ➤ Teacher assessments ➤ Parent, staff and student surveys ➤ Healthy Kids Survey ➤ Healthy Kids Annual Report 		<p>pages, school websites, evening informational meeting (11/21/14) on CCSS</p> <ul style="list-style-type: none"> ➤ Principal chats (WRS/PVS) 2. Solicitation from assemblies, newsletters, classrooms, principal chats, all call messages 3. Provided but no parent used this access 4. SMART team meetings with County agencies, Lions Club, Rotary Club, Chamber of Commerce collaboration continued support of school programs and students. Partnering with local banks to implement Junior Achievement Program (donations) and workshops were held to train community volunteers to deliver curriculum 5. No parent leadership academies were developed 6. Monitoring of program implementation ongoing and collection of data resulting in informed teachers to inform instructional practices. All data from sources is shared and discussed through assemblies, meetings, newsletters, etc. 			
Scope of service:	LEA-wide	Title 1 \$2000	Scope of service:	LEA-wide	LCFF Base Administration Obj13xx \$304K Governing Board Object 23xx \$5000 District Office Support Staff Obj 24xx \$170K Memberships Obj3901&53xx \$12K
<input checked="" type="checkbox"/> ALL		Gen. Fun \$2000	<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1. Partner with community-based organizations (CBOs) to provide workshops focused on building the skills of families		1. Increased collaboration with Chamber of Commerce, local newspaper, Lions Club and Rotary Clubs. New partnership with local businesses (e.g., banks) to donate			

to support their child's academic and emotional resiliency.			funds for Junior Achievement program and come to a workshop to learn to deliver curriculum to students.		
Scope of service:	LEA-wide	\$ above	Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input 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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are very pleased with the accomplishments of this goal this year. Partnering with local businesses who have donated funds for the Junior Achievement program have enable this program to be taught this year to many students K-8. Workshop trainings were held for volunteers to come teach the curriculum to students. Overall, we continue to move in a positive direction with increased involvement from both the community and parent population.			

Original GOAL from prior year LCAP:	Goal 5: Improve communication throughout the District and Community.		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Teachers and administration will communicate with parents through a variety of methods Improved survey responses	Actual Annual Measurable Outcomes:	Communication with parents included but was not limited to: classroom newsletters, site monthly newsletters, classroom webpages, school website, flyers, school messenger all calls, bulletins, email blasts, etc. Options for survey participation included both paper and online opportunities. Paper versions were favored. Amount returned remained steady from last year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion 2. Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student 3. Ensure common understanding and interpretation of the LCAP among all stakeholders 4. Plan and promote activities and events highlighting student successes. Increase variety of communication outlets 			<ol style="list-style-type: none"> 1. Through the promotion of open communication, timely responses to parent telephone calls, letters, etc., encouraging communication with staff members, we believe this has led to an increase in the culture of respect, integrity and inclusion 2. Identifying the opportunity that businesses can have on our students' success has been a positive experience with the Junior Achievement Program. Also the local club organizations continue to support our student success through Kindle reading opportunities, student recognition of 8th graders in the REGLE Rotary program, Soroptimists recognizing 8th grader overcoming obstacles in their lives and celebrating their achievements, and the Chamber of Commerce supporting all of our programs with generous donations and allowing administration to come to regular meetings with school announcements has us believe we achieved this goal. 3. At every opportunity this year, the LCAP was discussed: Budget/leadership committee monthly meetings, curriculum/technology committee meetings, classified (1/22/15) and certificated (1/14/15, 1/13/15) meetings, site council meetings, monthly principal chats, community meetings (11/21/14, 1/20/15 and 2/25/15) and , surveys (both paper and online in April). June 6 board meeting for public input. 4. Monthly assemblies, newsletter announcements, newspaper announcements, May board meeting, graduation. New website developed. 		
Scope of service:	LEA-wide	New website	Scope of service:	LEA-wide	LCFF Base Website, survey tools, School Messenger Object 5800 \$25K
<u>X</u> ALL			<u>X</u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are satisfied with the accomplishment of this goal. Increased participation of the business community has given our students an enriching opportunity to further their success academically and socially. These partnerships are important to us and will continue as we move forward. We will continue to promote open and positive communication among and between staff, parents and community. We integrated goal number 5 into goal number 4 for next year's LCAP; we felt that these focus areas were similar and could be accomplished under one goal.		

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, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 295,395
The district is not eligible for Concentration grant funds. Ready Springs School (RSS) has a 72% Unduplicated rate and therefore the funds expended at this site are not segregated but utilized school-wide. RSS offers a free breakfast program for all students plus free childcare programs before and after school. The after school program offers homework assistance. The RSS Learning Center offers pull-out and push-in services, small group instruction, Lexia reading program, and	

tutoring. RSS also operates a Club Live program to engage students in an active, healthy lifestyle. NCSOS operates a Family Resource Center on the RSS campus – bringing many resources to the families and community. RSS offers family movie nights in the gym to encourage family – school ties.

Pleasant Valley and Williams Ranch schools both have Unduplicated rates in the 40-50% ranges. Supplemental funds earned at these sites have been focusing on student attendance, access to 21st Century Learning tools and skills, and in providing alternative support programs. The Phoenix program provides a specialized setting for students struggling in a traditional classroom setting. Although Supplemental grant funds spent at these sites are for school-wide reasons, the services are principally directed to the unduplicated population. The Intervention Coordinator (IC) and Teacher On Special Assignment (TOSA) teachers focused on student attendance, anti-bullying (Olweus) and positive behavior (B.E.S.T.) programs. They worked collaboratively with students, staff, truancy outreach, county agencies and families. They provided tutorial support when needed to help struggling students. The IC and TOSA improved both school culture and climate.

- 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.

6.38	%
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The district has hired a full-time psychologist for 2015/16, up from .3 FTE in 2014/15. Increased assessments will lead to identifying needs and services that will improve the quality of education available to students.

Special Education programs within the district are being realigned with the intent of providing superior support options for all students with identified needs.

Administrative restructuring will be implemented in 2015/16. There will be a principal unique to each site so that monitoring of attendance and assessments, follow-up of intervention successes and failures, and tracking of student outcomes will be a more focused activity. The assessment of services to be provided to unduplicated students will be a top priority for each principal.

Chromebooks were purchased in 2014/15, with more to be added in 15/16. Implementation/integration of the Chromebooks into the curriculum will continue and expand in 15/16 and with the adoption of new common core curriculum, training for teachers, and bringing 21st Century learning and skills to students.

The increased and improved services listed above for 2015/16 will allow PVUESD to meet the minimum proportionality percentage.

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).