

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Loma Prieta Joint Union School District Contact (Name, Title, Email, Phone Number): Corey Kidwell, Superintendent, c.kidwell@loma.k12.ca.us LCAP Year: 2015-16

The Loma Prieta Joint Union School District, a partnership of schools, parents and community is committed to providing each student with optimal learning opportunities in a safe, stimulating, and supportive environment so that each student can reach their full academic and social potential. The entire district, and its supporting community strive toward one goal: to produce graduating children who are academically prepared for their futures and who are good citizens. We endeavor to use our resources wisely and provide all our students with a high quality educational experience.

Our two schools work in concert to provide a seamless TK-8 educational pathway that prepares our students for success at a rigorous high school. We also recognize that our schools serve as a hub in the community as the only publicly owned facility in our locale. Our schools are welcoming, in excellent condition, and serve as a gathering place for generations of local residents, and reflect long traditions of high expectations for all students and exemplary academic achievement. Though small in size, our schools are staffed with fully credentialed teachers assigned accordingly in both elementary and secondary subjects, and we continue to offer enrichment programs in art, music, and world language. Health and wellness are themes mirrored in our broader community that play out in our schools through inclusion of developmental PE at the elementary level and strong health and environmental connections made throughout the middle school years which also incorporates a robust and fully inclusive sports/athletics program. Additionally, through a partnership with Theater in the Mountains, our students have access to perform and/or attend fully staged musical productions four times per year.

Our schools are engaged in the transition to common core standards in all curricular areas. Our comprehensive academic offerings encompass mandated subject areas are is supported by a high level of parent volunteerism, a community commitment to the visual and performing arts, and a culture of a safe and caring community. As a transitional kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

A. Conditions of Learning:

The Board of Trustees has adopted the following District wide goals and objectives:

A. Conditions of Learning:

- 1) Provide a rigorous, intellectually challenging, and developmentally appropriate instructional program for each child.
 - a. Develop a curriculum map including learning outcomes, at each grade level aligned with the Common Core Standards.
 - b. Adopt multiple evaluation measurements in reading, writing, math, and science.
 - c. Implement the best professional practices and research based interventions to support learners performing at basic or below proficiency levels.
 - d. Facilitate ongoing articulation with LGHS to ensure 8th grade students are well prepared for high school, with annual communication to the Board and community.
 - e. Expand the integration of music, visual, and performing arts into the classroom.
 - f. Ensure that all students receive instruction that supports higher level thinking skills.
 - g. Infuse higher-level instructional strategies throughout curriculum, staff training and development.
- 2) Align all professional development with goals and activities to improve student learning.
 - a. Ensure instructional staff has the opportunity to develop the skills necessary to meet the academic needs of all students.

B. Pupil Outcomes:

In support of the academic goals and objectives set forth by the Board of Trustees, we recognize the need to continue our best instructional practices and at the same time endeavor to increase success for all students. In the absence of reliable standardized testing for the next several years, the District is committed to adopting local bench marking tools in English/Language Arts, math and science for all students. We are also committed to increasing the student success of our ELL and economically disadvantaged students even though we have few students in those special populations.

The work in this area is three fold:

- o To ensure continued measurable student achievement for all students.
- o To increase to professional capacity of all teachers in the implementation of the new ELD standards of the Common Core
- o To provide intervention and support services for students at risk of not meeting district targets.

C. Engagement:

Our schools enjoy very high levels of parent engagement. With a student population of approximately 500 students, parents volunteer more than 7,000 hours each year. Parents are actively engaged in the daily life and decision-making processes of our schools. Parents are electronically surveyed at least once a year to solicit input on spending priorities. Parents are welcome and appreciated in classrooms, and are active in school support organizations such as our Home and School Clubs, site based committees such as School Site Council, and in the events and activities of our educational foundation. We publish a weekly newsletter that is available in both electronic and print versions, teachers communicate at least monthly to the parents of their students, many teachers voluntarily maintain class and course websites, the Superintendent publishes a column to the broader community in the local monthly magazine, and the Board of Trustees publishes an annual “report card” to the community as well.

Families new to our schools often comment on the friendly, welcoming environment they discover at Loma Prieta. Our rural, mountain culture is one that fosters interdependence. This emphasis on neighbors helping neighbors and “taking care of our owns” has sustained the broader community through the challenges inherent in geographic isolation and living in a region vulnerable to the forces of nature such as earthquake, fire, and wind. Our schools reflect the “can do” attitude of the community and take pride in our resilient spirit. Despite our size and available resources, our schools are producing excellent results comparable to neighboring larger, resource rich districts. Our Board of Trustees has established the following goal related to student learning:

Foster a positive school climate that emphasizes the values of personal responsibility, integrity, respect and kindness towards one another.

- Continue character education programs and strategies to help students respect themselves and others, to value differences, and to interact with others in considerate and healthy ways.
- Communicate behavior expectations and consequences encouraging good citizenship both in and out of the classroom.

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>For the past three years, the Loma Prieta Joint Union School District has been actively engaged in strengthening ties and communication processes in our community. A series of Board of Trustee led “neighborhood coffees” to engage the broader community in dialogue regarding the strengths, challenges, and opportunities for growth in our schools were held in various locations. Given that our district serves a region that can be described as somewhat geographically isolated, the conversations were held in neighborhoods across the mountain. These neighborhood meetings were attended by active community members who both do, and do not, have children currently attending our schools. These conversations helped the Board shape our strategic plan, and many of the topics addressed at these meetings became topics that continue to inform the review and development of this year’s LCAP.</p> <p>Beyond the community wide input, the focused review and on-going development of the LCAP has been driven by conversations in stakeholder meetings beginning with the Joint School Site Council that includes parents, teachers, and representatives of our bargaining units representing our two schools. Additionally, the Superintendent’s Coordinating Council, made up of parents, representatives of the certificated and classified staff, local business leaders, representatives of other local public agencies such as the fire department, and community leaders serving youth, the faith-based sector, and senior citizens has given valuable input to the review and development of this year’s plan. Internally, faculty and staff have been engaged in considering the best strategies to improve instructional practice and increase engagement of the families of ELL and low-income students. A public hearing was held on May 6, 2015, to report back to the community on the annual review of the goals and development of the amendments to this year’s plan.</p> <p>Students were engaged in conversations related to LCAP topics through student</p>	<p>Development of district strategic goals</p> <p>Inclusion of project based learning and writing goals Inclusion of parent expanded parent engagement Increased staff development in new ELD and science standards, district adopted assessment tools, and expanded technology Continued work on anti-truancy efforts</p> <p>Focus on resources for 21st Century learning Development of anti-truancy campaign</p>

<p>council meetings, “Expect Respect” dialogues, and “Cheetah Chats” held at the middle school level. Students expressed overall satisfaction with their academic options and preparation for high school, but also requested more “elective” options which is a challenge in a small school. At the request of students, a music option was added to the middle school schedule at the semester and will be carried forward as funding allows. Students also requested access to geometry. All 8th graders now have the option to take geometry as an elective. This elective is open to all students and has no prerequisite. Students may take the class for a grade and take the Alg. II placement test at Los Gatos High School, or they may take it in “exploratory” fashion based on interest on a Pass/No Pass basis.</p> <p>Neighborhood meetings</p> <p>Joint School Site Council, faculty and staff meetings</p> <p>Superintendent’s Coordinating Council</p>	
<p>Annual Update:</p> <p>Each stakeholder group revisited the goals from our first year, reviewed both success and areas needing improvement, and considered new areas of emphasis.</p>	<p>Annual Update:</p> <p>The overarching goals were retained as areas of focus. Changes were made to annual actions and services to reflect adjustments in timelines. Additional actions and services were included for the 2017-18 school year.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

			Intervention specialist \$46,869 01 0150 1110 01 1400 1110 06 3010 1110
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	85% or more of students will show 1 year progress from previous year or meet established annual IEP goal.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will show one year of progress from previous year or meet established IEP goals.	Gr K-8	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	ALEKS \$13,500 02 1100 4321 01 0000 4321 UC \$600 01 0000 5875
Students identified in Fall assessment will be referred to SST.	Gr K-8	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Intervention specialist \$47,000 01 0150 1110 01 1400 1110 06 3010 1110
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	85% or more of students will show 1 year progress from previous year or meet established annual IEP goal.		
	Actions/Services	Scope of Service	Budgeted Expenditures
	Students will show one year of progress from previous year or meet established IEP goals.	Gr K-8	Pupils to be served within identified scope of service <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) _____ ALEKS \$13,500 02 1100 4321 01 0000 4321 UC \$600 01 0000 5875
	Students identified in Fall assessment will be referred to SST.		Pupils to be served within identified scope of service <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) _____ Intervention specialist \$47,500 01 0150 1110 01 1400 1110 06 3010 1110
GOAL: 2	Students will produce artifacts reflecting participation in writing and project-based learning activities using district adopted rubrics.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Assessment of academic areas identified as local needs Metrics: Local Assessments, Report Cards, CST Science Tests, Common Core Formative and Summative Assessments		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Writing rubrics K-8 will be piloted for adoption.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Lucy Caulkins Writing Program has been selected for a K-8 pilot during the 2015-16 school year.	Gr K-8	<u> x </u> ALL <hr/> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Lucy Caulkins materials \$2,000 02 1100 4321 Substitute costs for training \$2,109 01 0000 1150

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Adopted rubrics for writing will be used K-8.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will either move forward with adoption of the piloted program or an alternate will be considered.	Gr K-8	<u> x </u> ALL <hr/> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	materials \$2,000 02 1100 4321 Substitute costs for training \$2,109 01 0000 1150

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Project based learning evaluation rubrics will be piloted for adoption.		
	Actions/Services	Scope of Service	Budgeted Expenditures
	Faculty and School Site Council will review PBL rubrics for pilot consideration .	Gr K-8	Pupils to be served within identified scope of service <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) _____ PBL materials \$2,000 02 1100 4321 Substitute costs for training \$2,109 01 0000 1150
GOAL: 3	Instructional staff will participate in staff development regarding the implementation of new ELD and Next Generation Science Standards, and strategies to increase student success in the Common Core.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need:	Prepare staff to meet the intent of the Common Core State Standards so that all students are prepared for success in the 21 st Century Metrics: Common Core Formative and Summative Assessments; Writing Portfolios, CELDT, Professional Development Sign in Sheets, Writing Rubrics		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			

Expected Annual Measurable Outcomes:	Rubrics for ELD engagement will be developed and aligned to curriculum map. Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO State assessment scores for students in math, English, and science will be at 35% of level 3 or 4 in new score reporting model.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELD standards will be aligned to K-8 Language Arts curriculum maps.	Gr K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Release time for curriculum mapping \$1,890 01 5810 1190
Training on instructional strategies to integrate ELD strategies will be offered K-8. We recognize that all learners will benefit from strong English Language Development strategies being carried over across disciplines. All our students are learning English. Students will show progress in writing as demonstrated through use of scoring rubrics and writing portfolios.	Gr K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Staff development costs up to 3 days per diem for all instructional staff \$6,444 01 5810 1190
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Student assessment in ELD will include district adopted rubrics Curriculum maps in science will begin to be developed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assessment benchmarks appropriate to assess growth in ELD will be piloted and considered for adoption. Students will continue to show progress in writing	Gr K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fountis-Pinnell or similar tools \$4,000 02 1100 4307

as demonstrated through use of scoring rubrics and writing portfolios.				
Curriculum maps for Next Generation Science Standards will begin to be developed.		Gr K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Release time for curriculum mapping \$4,000 01 5810 1190
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Curriculum maps for Next Generation science standards will be completed and aligned across complementary disciplines.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Curriculum maps in science will be completed. If released by State, students will participate in NGSS assessments.	Gr K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Release time for curriculum mapping \$4,000 01 5810 1190
GOAL: 4	District technology resources will be expanded to support the implementation of 21 st Century Teaching and Learning strategies as well as CAASPP assessment protocols.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Develop a response to increasing of role of technology in teaching, learning, and assessment.			
	Metrics: Inventory Lists for Devices, Bandwidth Rates, CAASPP Participation and Achievement Rates, Staff Development Sign in Sheets			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Technology infused instruction evident K-8. CAASPP implementation with 40% of students scoring in levels 3-4 range.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Internet connectivity will be increased. Technical support for classroom based educational technology will be sustained. Students will participate in CAASPP testing.	Gr K-8	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Network infrastructure costs \$40,000 01 0000 9790 Tech Hourly \$13,200 01 0000 2920 Extra duty \$300 01 0000 2451

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Technology infused instruction evident K-8 CAASPP implementation with 45% of students scoring in levels 3-4 range.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technical support for classroom based educational technology will be sustained. Students will participate in CAASPP testing	Gr K-8	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Tech Hourly \$13,200 01 0000 2920 Extra duty \$300 01 0000 2451

LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:		Technology infused instruction evident K-8. CAASPP implementation with 50% of students scoring in levels 3-4 range.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Technical support for classroom based educational technology will be sustained. Students will participate in CAASPP testing.		Gr K-8	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Tech Hourly \$13,200 01 0000 2920 Extra duty \$300 01 0000 2451	
GOAL: 5	Expand outreach efforts to engage ELL and low-income families to increase student achievement.			Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Increased engagement by parents of ELL and low-income students. Metrics: CELDT, CAASPP, Parent Participation Attendance, Student Attendance, Drop Out Rate, Truancy Rate, Master Schedule			
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		Important documents will be identified for translation into Spanish. Additional interventions and outreach efforts for target populations will be identified and piloted. Increase student participation rate to 50%. Sustain middle school dropout rate 0 %.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Faculty working group will research, pilot, and recommend additional documents, strategies and support services needed for target populations.	Gr K-8	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Release time Included in \$6,444 above 01 5810 1190 Outreach events \$930 01 3010 5299
--	--------	---	--

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Adoption and implementation of identified strategies and programs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recommendations from working group will be considered and implemented as adopted. Working group will consider future goals. Increase student and parent participation in outreach events.	Gr K-8	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Release time Included in \$6,444 01 5810 1190 Outreach events \$930 01 3010 5299

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Adoption and implementation of identified strategies and programs.		
--------------------------------------	--	--	--

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
Recommendations from working group will be considered and implemented as adopted.		Gr K-8	__ALL	Release time Included in \$6,444 01 5810 1190 Outreach events \$930 01 3010 5299				
Working group will consider future goals.			OR: __X__ Low Income pupils __X__ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____					
Increase student and parent participation in outreach events.								
GOAL: 6	Conduct educational campaign on academic and fiscal impact of truancy.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____					
Identified Need:	Increase awareness of impact of truancy. Metrics: Attendance and Truancy Data, Discipline Referrals, Suspension And Expulsion Data							
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All							
LCAP Year 1: 2015-16								
Expected Annual Measurable Outcomes:	Decrease truancy by 1%. Truancy campaign updated and reinforced. Maintain suspension rate below 5%.							
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
Rate of change published.		Gr K-8	X__ALL	\$500 01 0000 2350				
Publish materials to highlight truancy and its impact on student achievement.			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____					

Integrate student designed information into technology or project based learning activities.			
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Decrease truancy by 1%. Truancy campaign updated and reinforced. Maintain suspension rate below 5%. Rate of improvement published.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rate of change published.	Gr K-8	<u> X </u> ALL	\$500
Publish materials to highlight truancy and its impact on student achievement.		OR:	01 0000 2350
Integrate student designed information into technology or project based learning activities.		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Decrease truancy by 1%. Truancy campaign updated and reinforced. Maintain suspension rate below 5%. Rate of change published.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rate of change published.	Gr K-8	<u> X </u> ALL	\$500
Publish materials to highlight truancy and its impact on student achievement.		OR:	01 0000 2350
		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

Integrate student designed information into technology or project based learning activities.			
GOAL: 7	Conduct annual school climate survey		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Maintain or enhance positive school climate.		
	Metrics: Student Surveys, Parent Surveys, Project Cornerstone Participation Rates, CHKS Data		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Project Cornerstone data from Spring 2015 reviewed. California Healthy Kids Survey administered; Project Cornerstone Survey administered. Data reviewed, recommendations made.		
Actions/Services		Scope of Service	Budgeted Expenditures
Project Cornerstone data incorporated into SSC annual goals.		Gr K-8	\$1,000
California Healthy Kids Survey administered.		Pupils to be served within identified scope of service __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01 0000 1360
LCAP Year 2: 2016-17			
Expected Annual Measurable	Project Cornerstone Survey administered		

Outcomes:	Data reviewed, recommendations made		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
California Healthy Kids Survey data reviewed and included in SSC goals.	Gr K-8	<u> x </u> ALL	\$1,000 01 0000 1360
Project Cornerstone Survey administered.		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$1,313 06 9010 5830
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Project Cornerstone Survey administered Data reviewed, recommendations made		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Project Cornerstone Survey Data reviewed and considered for SSC goals.	Gr K-8	<u> x </u> ALL	\$1,000 01 0000 1360
California Healthy Kids Survey administered.		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Students will show one year's growth in district adopted benchmarks in reading and math		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u> </u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will take benchmark assessments		Actual Annual Measurable Outcomes:	District selected and adopted benchmarks in reading and math. All students will have taken district adopted benchmarks to establish baseline by the end of the school year.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Acquire vetted assessments that provide teachers with reliable information regarding benchmarks in math and reading to inform professional practice.	ALEKS \$11,445 02 1100 4321 01 0000 4321 UC \$735 01 0000 5875 DRA GR K-4 Gr 5-8 language arts to be adopted	District adopted three benchmarking tests/tools in September, 2014. Students took math assessments grades 3-8. Students in grades K-2 were all assessed in reading. Teachers identified at-risk readers in grades 4-6 who were also assessed. Additional benchmarking tools were identified by faculty in both Reading and writing and will be piloted during the 2015-16 school year to be considered for adoption.	ALEKS \$13,300 02 1100 4321 01 0000 4321 UC DIAG. \$735 01 0000 5875	
Provide teacher training in utilizing and analyzing assessments.	Reading Intervention Specialist		Reading Intervention Specialist \$15,600 01 0150 1110 Lucy Caulkins \$4,225	

Provide orientation to parents and students about benchmarks and assessment tools. Edit report card Review academic attainment data. Increasingly higher percentage of students reaching standard on district benchmarks and state assessments.	\$17,220 01 0150 1110 01 0000 1305 01 0000 1305 01 0000 1305 \$10,000 for after school support 01 0170 2253 01 0000 5830		06 7405 4110 Substitute costs for Lucy Caulkins training \$2,109 01 0000 1150
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL as noted above 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?			
The district now has standardized, normed benchmarks beyond state testing. In using the ALEKS math assessment faculty have recognized that need to modify some content of the assessment to fully align with Common Core State Standards. Teachers have also identified the need for collaboration on the best implementation strategies. The reading assessment and tracking is now done by an intervention teacher. Having an on-going program in this area will increase district expenses. Faculty working in the intervention and student study team model identified additional benchmarking tools in reading and writing that will be piloted K-8 during the 2015-16 school year.			

A target of 85% of students meeting or exceeding the benchmark target was discussed during the LCAP public hearing and has been established based on successful past practice.

Original GOAL from prior year LCAP:	Students will produce artifacts reflecting participation in writing and project-based learning activities using district adopted rubrics	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 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 Measurable Outcomes:	Teachers would produce benchmark assessments.	Actual Annual Measurable Outcomes:	Initial conversations have been held for rubrics in writing, but the transition to Common Core math and Language Arts has taken all available resources. This goal will be modified and realigned with Common Core timelines.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Development of rubrics to be used by teachers. Orientation to parents and students on use of rubrics. Activities added to grade level curriculum maps. Classroom lessons upgraded and facilitated to meet the Common Core Standards. Rubrics completed and evaluation feedback	\$2,109 for 14 release days 01 0150 1110 imbedded 01 0000 1305	Two day training and discussion of Lucy Caulkins Writing program K-8.	Consulting fee \$2,000 01 5810 5230

provided to students and parents.				
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<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)_____		Progress in this goal was limited. The consideration of a pilot program in writing was prioritized for 2015-16. Initial training with Lucy Caulkins was held for teachers K-8. This training included discussion of rubrics for potential implementation in 2015-16. This will result in a change to the goal for the next three years to elevate the consideration of writing for the next two, with PBL to follow. Faculty training will need to be budgeted.		
Original GOAL from prior year LCAP:	Instructional staff will participate in staff development regarding the implementation of new ELD and Next Generation Science Standards, and strategies to increase student success in the Common Core.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3___ 4 <input checked="" type="checkbox"/> 5___ 6___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9___ 10___ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Teachers will align ELD Standards to Language Arts curriculum maps		Actual Annual Measurable Outcomes:	Language Arts curriculum maps were developed and adopted, but ELD alignment is incomplete.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Staff development in ELD standards calendared and delivered.	\$12,200 for 1 staff	Language Arts Curriculum maps completed for adoption K-8. ELD alignment delayed.		Subs for release time

Develop classroom observation tools to identify levels of rigor in the curriculum and student participation. Curriculum maps developed by grade level for science standards. Staff development in science standards calendared and delivered. Develop classroom observation tools to identify levels of rigor in the curriculum and student participation.		development day 01 0150 1110 \$2,109 for 14 release days 01 0150 1110		Included in \$1,890 above 01 5810 1190	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued work for fully implement the Common Core Standards in alignment with ELD standards is required. This goal and associated activities are being recalibrated.			
Original GOAL from prior year LCAP:	District technology resources will be expanded to support the implementation of 21 st Century Teaching and Learning strategies as well as CAASPP assessment protocols		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____		

Goal Applies to:		Schools: All	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Technology standards implemented K-8 CAASPP implementation	Actual Annual Measurable Outcomes:	Technology standards adopted K-8. Implementation begun K-5; fully implemented 6-8.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Annual evaluation of technology needs for instruction and assessment.</p> <p>Review and establish budget priorities.</p> <p>Provide operational support and training for new technology deployment.</p>	<p>TBD in Common Core</p> <p>\$88,000 grant 06 9010 1190</p>	<p>Technology standards adopted district wide. Expanded instructional technology integration and support grades 1-5. Increased classroom based technical support.</p>	<p>Instr Tech \$49,416 01 0000 1110</p> <p>Type to Learn \$1,000 02 1100 4321</p> <p>Tech Hourly Included in \$13,200 above 01 0000 2920</p>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input 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?		Focus on educational technology has revealed gaps in network infrastructure which are being addressed. The district has secured grant funding to upgrade Internet speed from 25Mbs. to 1GB. This will strongly support improved classroom technology and CAASPP implementation processes.					
Original GOAL from prior year LCAP:		Expand outreach efforts to engage ELL and low-income families				Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	A minimum of 4 times per year, important documents will be translated into Spanish. Two family engagement events will be held			Actual Annual Measurable Outcomes:	Key parent engagement documents were translated into Spanish. Re-development of website allowed for verifiable translation into all languages spoken in District.		
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
			Budgeted Expenditures				Estimated Actual Annual Expenditures
Translate important documents into Spanish. Identify lead parent to help develop outreach events. Host outreach events for families. Evaluate services for ELL students and propose program changes.			\$2,000 for family engagement 06 4035 5299 \$6,500 for activity bus 01 0170 2253	Parents and Students Rights documents translated into Spanish Translation functionality for new website fully validated for all represented languages. Parents of ELL students invited to join SSC. Parent survey of barriers to afterschool support services conducted. Afterschool tutoring targeting support of ELL students begun grades 1-5.			Homework Club Loma \$700 06 9010 1171

		Task force to research and propose interventions and supports developed K-8.			
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: X Low Income pupils __X English Learners __Foster Youth __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 continue to recognize that our small size limits our capacity to serve ELL students and low-income families. This is due in part to the heightened visibility efforts create which can be unhelpful to parents. The lack of any “economy of scale” for efforts challenges us to find sustainable strategies. Efforts are made, but usage is minimal. To more fully address these challenges, a K-8 faculty work group has been established for 2015-16. This working group will develop and pilot strategies and make recommendations for expanding interventions and support services to these students.			
Original GOAL from prior year LCAP:	Conduct educational campaign on academic and fiscal impact of truancy		Related State and/or Local Priorities: 1__X__ 2__ 3__X__ 4__X__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	CBO will calculate fiscal impact, education impact highlighted in campaign.		Actual Annual Measurable Outcomes:	Truancy defined and highlighted in communication with parents.	

LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Calculate fiscal impact of unexcused absences Publish findings along with potential academic impacts. Track truancy rate annually.		\$1,600 for 2 staff days 01 0000 2350 \$1,000 printing	Truancy defined in parent and board communications. Parent awareness increased as measured through parent input to School Site Council and Superintendent's Coordinating Council. 2015-16 academic calendar adjusted during Thanksgiving week to reduce absence rate.		\$400 01 0000 1360
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> x 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)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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?		None.			

Original GOAL from prior year LCAP:	Conduct annual school climate survey		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	California Health Kids Survey administered Data reviewed, recommendations made	Actual Annual Measurable Outcomes:	Project Cornerstone survey conducted grades 4-8. Results due in June.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Choose and deploy survey. Review and publish results. Consider response to identified needs and goals.	\$500 Healthy Kids survey 06 9010 5830	Project Cornerstone survey administered	Project Cornerston Survey costs \$1,313 06 9010 5830	
Scope of service:		Scope of service:		
<u>X</u> ALL		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a	It was recognized that participating in the Project Cornerstone survey this year would provide most relevant feedback. Planned order of survey administration reversed. Data will be			

result of reviewing past progress and/or changes to goals?	reviewed between June-September, 2015.
---	--

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$39,433
<p>Math Assessments \$13,865</p> <p>Language Arts Assessments and Materials \$5,000</p> <p>Reading Intervention Specialist \$46,869</p> <p>Release Days for Staff Development \$10,443</p> <p>Network Infrastructure and Support \$53,500</p> <p>Outreach Events \$930</p> <p>The population of low income, foster youth, and English language learners is so low in our small schools that it would be discriminatory to focus services on these students alone. Singling out students based on solely on these specific criteria would be a violation of their privacy rights. Providing students services school wide protects the personal and emotional interests of the students meeting the criteria above.</p>	

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

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

1.21	%
<p>The reading intervention specialist provides supplemental services to all students identified as needing additional support in reading including those students from low-income families or who are English Language Learners. Targeted students receive at least 1.21% more support. These students also benefit from relevant professional development specifically designed to meet the needs of ELL students.</p>	

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).